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ABSTRACT

This handbook contains lesson plans to help elementary teachers integrate legal and values education into their reading, language arts, and social studies programs. The teacher-developed lessons are also intended to help students develop critical thinking and decision-making skills. The handbooks begins with brief descriptions of the various teaching strategies used in the lessons; including critical thinking, brainstorming, role playing, debating, discussing, and presenting case studies and mock trials. Topics include authority, rules, stealing, protective laws, production and consumerism, road and walking safety, need for laws, vandalism, the courtroom, and laws that relate to the owning and keeping of pets. The major portion of the publication consists of the lesson plans. Each lesson includes a topic, an approximate grade level, an objective, teaching strategies, resources evaluation, and a time frame. (Author/RM)

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LESSON PLANS

IN LAW-RELATED EDUCATION

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FOREWORD

Law-Related and values education have become an integrated part of the public school curriculum in Utah. These subjects emphasize fundamental issues and concepts upon which our society is based by focusing upon law and its consequences, the legal processes that facilitate the function of law, the shared values of American culture and the skills needed for making moral and ethical decisions.

This handbook will assist Utah educators in integrating and scope and sequencing law-related and values education into the overall curriculum. The lesson plans, all of which were written by Utah educators trained in law-related and values education, were chosen because of the range of teaching strategies, methodologies and subject content.

Because this publication represents a coordinated effort between teachers from many Utah school districts and the project office, I believe it marks an important step in the growth of law-related and values education in our state.

Walter D. Talbot
State Superintendent
of Public Instruction

PREFACE

This handbook has been compiled in response to a strong need for law-related curriculum and materials at the elementary school level. There have been few materials available for elementary teachers who have wished to incorporate law-related and values education into their school curriculum. This handbook of lesson plans has been prepared to address that need. It is hoped that the publication will provide teachers the bridge for incorporating law-related and values education into their reading, language arts, and social studies programs, as well as helping students to develop critical thinking and decision making skills.

Special care has been taken to document the resources cited in the lesson plans and the procedures have been written in a step by step process to more fully assist you. The majority of the lesson plans have been tested by teachers in the classroom and evaluation and other comments have been included. We believe these will be of great assistance to you.

ACKNOWLEDGEMENTS

The Utah Law-Related Education Project wishes to thank and acknowledge the following people for their assistance with this handbook from its inception to its completion. First and foremost, we wish to thank the Utah teachers who submitted tested lesson plans:

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The Utah Law-Related Education Project is indebted to the Law-Related Education Program for the Schools of Maryland for pioneering the concept of a lesson plan handbook. Their publication provided a guideline and standard of excellence in preparing our handbook.

We wish to thank Charles Quigley, Executive Director, Law in a Free Society for allowing us to reprint material from Handbook for Area Coordinators and to Nancy Livingston, Reading Specialist, Utah State Office of Education for her materials on critical thinking and decision making skills both of which are included in the Teaching Strategies segment of the publication.

Many staff members within the Utah State Office of Education were instrumental in the preparation of the handbook. Nancy N. Mathews, project director, and Bryan B. Eldredge, assistant project director, have edited, revised, and researched during the past ten months the lessons included in this handbook. Special thanks to Morgan Graham for her patience and expertise in typing and retyping the manuscript. We wish to thank Lee Gray of the Division of Curriculum and Instruction for her creative cover for the looseleaf binders and division pages; Jan Mendenhall, project secretary who provided invaluable help in many facets of the manuscript's preparation; Kathryn Elggren, former assistant project director for her assistance in beginning the compilation of the lesson plans; and finally we wish to thank Sharon Janke and her publication staff for their cooperation in the printing of the handbook.

This handbook would not have been possible without the financial assistance from the Utah Council on Criminal Justice Administration. We gratefully acknowledge their support of law-related and values education.

TABLE OF CONTENTS

	Page
Teaching Strategies	1
Critical Thinking Approach	3
Brainstorming Approach	5
Role-playing and Simulation Game Approach	6
Debate Approach	8
Case Study Approach	11
Mock Trial Approach	12
Panel Discussion Approach	14
Resource Person Approach	16
Miscellaneous Approaches	18
Primary Grades (K-3) Lesson Plans	21 - 61
Intermediate Grades (4-6) Lesson Plans	63 - 113

INTRODUCTION

Over the past four years the Utah Law-Related Education Project has provided law-related education training for over one thousand Utah teachers, administrator and school resource officers, kindergarten through twelfth grades, in twenty of our forty school districts.

In providing this training educators developed lesson plans which they implemented in their classrooms subsequent to the workshops. As teachers tailored lessons in law-related education for their particular grade levels and subject areas, other teachers in their schools were exposed to law-related and values education. From this beginning, a need was recognized for a compilation of lesson plans which would augment resources available to those trained and provide a starting point for teachers whose exposure to this field was limited.

It is the philosophy of the project and its staff that law-related and values education is not an isolated part of the curriculum. Rather it is an integral part of many subject areas, including language arts, reading and social studies.

The purpose of this handbook is to enrich and supplement existing curriculum. In order to achieve a scope and sequence curriculum used in most Utah school districts, the two handbooks, one for elementary students and one for secondary students including middle school, have been developed.

The elementary book is divided into two sections; one section is entitled "Primary Grades" (K-3) and one section is entitled "Intermediate Grades" (4-6). The secondary book is also divided. One section is entitled "Middle School/Junior High" and one section is devoted to "High School."

The lesson plan format used in both volumes includes a topic, an approximate grade level, an objective, procedures, resources, evaluation and a time frame for each lesson. Some helpful teacher comments have been included.

A description of teaching strategies and methodologies pertinent to law-related and values education precede the lesson plans in both volumes. We encourage you to try a variety of the approaches.

Each lesson includes an approximate grade level; however, we encourage you to not limit yourselves to these. Many of the lessons can be adjusted to one or two grade levels above or below the grade you are teaching.

The handbooks have been prepared in looseleaf binders to encourage you to add lesson plans of your own. It is anticipated that this will be an ongoing project and we urge you to submit you workable lesson plans to the project. Periodically the project will provide additional lesson plans.

TEACHING STRATEGIES

CRITICAL THINKING APPROACH

Developing critical thinking skills is an important goal of all education. It is particularly a vital aspect of law-related and values education. The ability to assess information, formulate answers and make decisions based on that information is a direct result of critical thinking.

The following addresses the development of critical thinking skills in reading. A student who is a critical reader is likely to apply this skill in other areas where reasoning is important. The questions which are included can easily be used with classroom discussions, filmstrips, video tapes and movies to stimulate the reasoning process.

Comprehension Is Critical!*

To understand what you read inquires more than just remembering what the book said. Critical readers think about the accuracy of the information, consider its value, and judge its quality. Critical readers are thoughtful; and this skill is most directly in need of development in the United States today.

A reader's comprehension is most often checked by means of recall which requires remembering what he/she has read. By encouraging reinspection, which allows students to reread the material before they answer, teachers can develop a better understanding of what is read. The point is, when we check comprehension by means of recall questions, we place emphasis only upon the reader's ability to remember.

Comprehension and memory are different skills. The real advantage reading has over other media is that if you do not understand a point, you may go back and reread the material, and think about it in order to more fully comprehend what it says. Of course, rereading a paragraph will not always make it understandable, but readers should have the opportunity and time for reinspection.

Although we hope the reader remembers and uses much of what is read, it is more important that he/she becomes a critical reader. The following questions may help stimulate reasoning and thinking rather than just recall:

1. Why do you think_____ did _____?
2. How do you think_____ felt when _____?
3. How would you feel if you were _____?
4. Have you ever been in a situation like _____?

5. What do you think _____ should have done when _____?

6. What do you think might happen if _____?

7. Why do you think _____?

8. Which is more important _____ or _____?

9. How would you describe _____? (A person or an action, e.g., loyal, brave, cowardly, lazy, sneaky, illegal, dumb, unfair, wise, etc.) why?

10. Why would people like (or dislike) _____?

* Nancy Livingston, Reading Specialist, Utah State Office of Education, 250 East Fifth South, Salt Lake City, Utah.

BRAINSTORMING APPROACH

The Brainstorming Approach is unique from the other approaches included in this section. It involves problem solving on a single, specific topic in a short time period. It provides an exciting and creative experience for the students. It is also a technique which can be effectively used by resource persons.

To begin a brainstorming session divide the class into small groups of four to six students and assign each group a specific area of the classroom. * Have each group select a student to record the answers. Establish the rules by which the session will be conducted:

1. Since there are no right or wrong answers, no judgments can be made on another's answer;

2. Be as creative as possible with answers;

3. Try to list as many answers as possible;

4. Build on the answers listed;

5. Advise them there is a time limit.

After the time limit expires, ask each group to select a specific number of answers (e.g., 3, 5, 7 etc.) on which there is group consensus. Reassemble the class as a whole and discuss each group's answers.

There are many advantages and positive benefits in using the brainstorming approach. Primary among them is that it encourages the participation and involvement of all the students. Because there are no "correct" answers, students need not fear giving an "incorrect" response. This promotes active participation by all students. Brainstorming promotes creative thinking. By providing a specific topic which generates many answers, students can focus on alternate solutions to a problem which in turn strengthens decision-making skills.

Teachers wishing further information about the "Brainstorming Approach" may wish to consult Teaching About the Law, Gerlach, Ronald A. and Lamprecht, Lynne W., the W. H. Anderson Company, Cincinnati, 1975.

* Brainstorming can also be used with the class as a whole with the teacher leading the discussion.

ROLE-PLAYING AND SIMULATION GAME APPROACH

Role-playing and Simulation Games are similar teaching strategies which have been used effectively in conducting law-related and values education classroom activities with elementary and secondary students. The difference between the two is that simulation games always involve role-playing but role-playing is not always a simulation.

Both of these teaching methods work to promote an understanding of other people and through participation, teach critical thinking skills, communication, self-confidence, and promote an esprit de corps with their peers. In addition, students are better able to deal with the world more effectively and with decisions they must make in their own lives.

Both role-playing and simulation games take preparation and practice and use in order for students to become comfortable and involved with them. Use both strategies several times before you become discouraged and be willing to be a role model often. Encourage and support your students and always debrief each activity thoroughly.

Role-Playing

Role-playing can be used to help students solve interpersonal problems, practice decision-making and conflict resolution skills. Because this strategy allows students to step outside themselves and assume roles of others, the method is a short and open-ended means of dealing with an historical event, problem or issue.

Real and fictitious material can be handled well in role-play. Students can examine and discuss any and all sides of an issue without anxiety. Perhaps the most important value in using role-play is that students come to understand the perceptions of others and are able to find acceptable solutions to a problem.

Procedures

1. Present the problem or situation. Give students enough information to play the role adequately. Begin with simple activities and increase to more complex role-playing as time goes on.

2. Assign roles and elicit volunteers

3. Get the class involved quickly. Don't belabor the introduction or be too concerned with a few minutes of a noisy classroom.

4. Role-play the situation. Have student observers take notes on the role-play and share them in the debriefing.

5. Debrief the role-play and include questions like:

   1. How did you feel playing the role?

   2. Were the players realistic?

   3. What were the alternatives suggested?

   4. Was the problem solved? Why or why not?

Simulation Games

In the last few years, simulation games have become a popular teaching strategy. A number of excellent simulation games have been developed in law-related and values education. (i.e., Police Patrol, Kids in Crisis, Halfway House, Jury Games and United States Presidents Game.)* Simulation games are successful because they involve and motivate students at all levels, are a non-traditional teaching method and because they are fun.

A simulation game centers around a hypothetical situation and calls for students to model and role-play that situation.

Simulation games, however, require preparation by the instructor and by the students if they are to be successful. A few of the key factors a teacher should consider before they embark on a simulation are:

1. Is this the best method for teaching this concept?
2. If so, which simulation game will teach my objective?
3. Walk through the simulation beforehand so that you know the rules and procedures well before you begin to prepare your students.
4. If the simulation game involves a resource person like a police officer, juvenile justice person or lawyer, contact the person and send them a copy of the simulation noting their role(s).

Game Procedures

1. Introduce the game and go over the rules and procedures carefully. This often takes two class periods.
2. Arrange the classroom
3. Play the game
4. Debrief the game - both in oral discussion and written evaluations. This again is the most important part of the activity.

For a complete annotated list of law-related, values and citizenship simulations write to:

Social Studies School Service
10,000 Culver Boulevard, Department VO
P.O. Box 802
Culver City, California 90230

Try these teaching methods you will be surprised with the results!!

DEBATE APPROACH

A. Guidelines for Conducting a Debate

Discussion often calls for the cooperative thinking of members of a group in search of a solution or approach to a specific situation. Debate, on the other hand, begins with the assumption that the debaters have already found a solution or approach to a specific situation and their intention is to persuade others that their solution or approach is the proper one. The method of debate can be an effective device for encouraging participants to clearly and logically form arguments based upon evidence to support their positions and to develop a sense of efficacy in their ability to change policy or sway public opinion. A specific example of a way in which debate might be a useful tool is as a follow-up to a policy-making exercise. Participants in the minority who have not agreed with the policy established might use the debate as an effective means of trying to effect a change in public opinion which might in turn lead to a change in policy.

How to Proceed

(The form of debate described here is widely used but rather formalized. For your purposes, you may wish to make the procedures less formal or use some other form of debate.)

1. Decide or help participants decide upon a subject for debate.

2. Formulate the subject into a resolution (Questions or subjects related to police always ask for a change from the status quo. e.g., "Resolved that capital punishment should be abolished by the U.S. Supreme Court").

3. Select participants to take part in the debate. Divide them into two teams, one team in support of the resolution and the other in opposition to the resolution. (The most common number of members per team is two but you may wish to have larger teams.)

4. Select a chairman and a time-keeper.

5. Allow sufficient time for participants in the debate to prepare "constructive arguments," (i.e., arguments based upon three to five major points logically developed and substantiated by factual evidence in support of a particular position.)

6. Make certain that those participating in the debate are familiar with the procedures that will be followed.

7. The Debate

   a. The chairman and the debaters are seated at the front of the audience usually with the team in favor of the resolution to the right of the chairman and the team in opposition to the resolution to the left of the chairman.

   b. The chairman briefly introduces the subject and the resolution that is to be debated.

   c. The chairman introduces the first speaker from the affirmative team. (Each speaker is introduced when he is given the floor.)

   d. The first speaker from the affirmative team is allowed a set time to present his constructive argument. The time-keeper seated in the audience, will inform him when his time is up.

   e. The first speaker from the team in opposition to the resolution is introduced and asked to give his constructive argument. (This alternating procedure is continued until each debater has given his constructive argument, those who follow will probably need to adjust their prepared speeches to allow for what has already been said by preceding speakers.)

   f. The Rebuttal Arguments follow the Constructive Arguments. At this time each debater is given the opportunity to weaken the position of his opponents by further attacking their position and by answering attacks that have been made upon his position. (No new issues may be introduced during rebuttal arguments and rebuttal arguments always begin with the team in opposition to the resolution.)

   g. At the end of the debate, the chairman makes a few concluding remarks and the debate is over.

8. Evaluation. You might wish to evaluate the success of the debating teams by informally polling the class to determine how many people agree with the team in support of the resolution and how many people agree with the team in opposition to the resolution. You might then ask class members to explain whether their own positions were strengthened or changed as a result of hearing the debate and to explain why.

B. Principal Responsibilities of the Instructor

1. To select or help participants select a subject or question for debate.

2. To insure that participants are familiar with the procedures for conducting a debate.

3. To help participants see the dimensions of the problem and develop clear logical arguments supported by evidence in support of the position they defend in the debate.

4. To help participants gain an understanding of some of the implicit values in debate such as learning to make convincing arguments from another frame of reference (as might be the case if one is debating a position that does not correspond with one's true position) which should further develop participants' abilities to understand and respect the rights of individuals to hold opinions and beliefs that are different from their own.

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THE CASE STUDY APPROACH

The Instructional Process

The case study approach to the teaching of legal concepts and issues encourages teacher and students to engage in one or more of the following activities: (1) a statement of review of all the facts of a particular case; (2) an investigation or treatment of the issues and arguments of that case; (3) an analysis or consideration of the decision, including the legal reasoning behind the implications of the ruling.

Before proceeding with any study of a legal case, it is essential for the students to interpret and clearly understand the facts of the case and to possess a basic knowledge of the law. The facts provide the basis for any analysis of a case. Knowledge of the facts is pre-requisite to the implementation of the other phases of the approach. The teacher and students alike must know the facts before they can identify significant issues, prepare persuasive arguments, and formulate well-rounded conclusions regarding the specific case and the law.

In addition, the students are generally called upon in the case study approach to focus on the questions or issues raised by the facts of the case. During this phase of exploring the issues and developing arguments in favor of, or in opposition to, a particular position, the students are confronted with a variety of important viewpoints and ideas. They are asked to listen to, consider, and evaluate all viewpoints, including those with which they may disagree. In addition, they are asked to present their ideas logically and convincingly.

In the last phase, the students are asked to give careful consideration to the decision. This generally includes developing reasons and justifications for the decisions in terms of their analysis of the facts and arguments in the case and a careful weighing of the consequences of the decision. Students also may be instructed to evaluate the actual court decision and reasoning.

Case Method Activity Sequence

Step 1: Review of the Facts?
__ __ What are the significant facts in the case?

Step 2: Investigation of Issues/Arguments
__ __ What legal issues are involved?
__ __ What arguments might be presented?

Step 3: Consideration of Decision and Reasoning
__ __ What would you decide? Why?
__ __ What was the court's decision?
__ __ Why did the court come to that conclusion rather that another one?

Gerlach, Ronald A. and Lamprecht, Teaching About the Law. Cincinnati, Ohio: The W.H. Anderson Company, 1975, pp. 150-152.

MOCK TRIAL APPROACH

A. Guidelines for Conducting a Mock Trial

The Mock Trial can be an effective exercise in critical thinking and decision-making as well as a means of giving participants direct experience with some of the ways in which our legal processes function in the United States. In addition, the use of the mock trial should form the basis for many interesting discussions covering topics such as the need for fair procedures in attempting to decide what is just.

How to Proceed

1. Acquaint participants with courtroom procedures and roles of those present in the courtroom well in advance of the actual mock trial.

2. Select a case (actual or hypothetical) or assist participants in selecting a case that brings out issues or questions relevant to the objectives of the concept you are studying.

3. Provide participants with a statement of the facts and relevant information about the case.

4. Select participants to role-play the various people who will be involved in the trial, e.g.,

   a. The Judge

   b. The Court Officer or bailiff

   c. The Prosecutor or plaintiff's counsel

   d. The Defense Counsel

   e. The Defendant

   f. The Plaintiff (civil case) or victim (criminal case)

   g. Witnesses

   h. Jury

   i. Court reporter

5. The Mock Trial

   a. Opening of the court by the court officer.

   b. Selection of the Jury.

c. Opening statements to the jury, first by the Prosecutor or Counsel for the Plaintiff, then by the Counsel for the Defense. (Five minutes is the maximum time allowed for the opening remarks of both the Prosecutor's or Plaintiff's Counsel and the Defendant's counsel.)

d. Direct examination and cross-examination of the victim(s) or Plaintiff(s) and their witnesses. (Plaintiff is examined first by his own counsel and then by the Prosecutor or Counsel for the Defense.)

e. Direct examination and cross-examination of the Defendant(s) and their witnesses. (Defendant is examined first by his own counsel and then by the Prosecutor or Counsel for the Plaintiff.

f. Closing arguments by the Prosecutor or Counsel for the Plaintiff and then by the Counsel for the Defendant. (Each side should be limited to five minutes for the presentation of closing arguments.)

g. The Court instructs the Jury on the relevant law and tells them to retire and decide upon a verdict.

h. The Jury reports the verdict.

i. The Judge receives the verdict of the jury.

B. Principal Responsibilities of the Instructor

1. To make certain that participants are familiar with courtroom procedures and the roles of those present in the courtroom.

2. To make certain that the case selected for the mock trial is relevant to the objectives of the unit of study.

3. To assist participants in developing their roles when help is needed.

4. To oversee the conduct of the trial itself.

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PANEL DISCUSSION APPROACH

A. Guidelines for Panel Discussion Exercises

A panel discussion refers to the discussion of an issue or topic by more than one person often under the guidance of a leader or chairman. This type of exercise should enable participants to further clarify and evaluate their own feelings and opinions in relation to specific issues or topics being discussed as well as encourage them to develop an awareness of the feelings, opinions and rationales of others. When well planned, panel discussions can prove to be highly stimulating educational experiences for both panelists themselves and for members of the "audience."

How to Proceed:

1. Help participants to identify an issue or topic which involves an important conflict in values and/or interests. The issue or topic may be set forth as a topical question, a hypothetical incident, a student experience, or an actual case, etc..

2. Select panel members (three to seven members often serve as effective panels) who will in turn select a chairman or moderator for the discussion.

3. Allow time for panel members to prepare adequately for the discussion. (In some situations ten or fifteen minutes should provide sufficient time for preparation while in other situations panel members may wish to prepare as much as several weeks in advance of the scheduled discussion.)

4. The Panel Discussion

   a. The chairman or moderator introduces the topic and the panelists who are usually seated at the front of the room facing the "audience."

   b. The panelists discuss the issue or topic for a set amount of time (ten minutes should be the minimum amount of time allowed for discussion to an hour or so as the maximum).

   c. The chairman closes the discussion and summarizes what has been said.

d. The chairman calls a forum period during which the members of the audience may participate by voicing their own views and opinions or by addressing questions to various panel members. The forum period should be conducted under the coordination of the chairman or moderator.

B. Principal Responsibilities of the Instructor

1. To identify issues or topics upon which to base panel discussions or to help participants identify these issues of topics.

2. Assist participants, when necessary, in preparation for the discussion by directing them to various source materials, authorities in the field, etc..

3. Insure that all panelists and the chairman or moderator are familiar with the procedures for panel discussions in advance of the discussion itself so that they will be able to fulfill the responsibilities of their roles.

4. Help participants understand the need for fair procedures in discussing an issue or topic, e.g., the freedom to discuss an issue, the obligation to listen to other points of view, the need for orderly, courteous discussion.

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RESOURCE PERSON APPROACH

The effective use of a resource person in the classroom is an art. The success of the resource person's presentation largely depends upon your communication with him and his with you. It is suggested that you utilize the expertise of the same resource person more than once, if at all possible, in order to allow him to develop rapport with the class and to provide continuity.

The following are tips for you and for the resource person which will help to ensure that both of your expectations for the presentation are achieved and that the experience of the resource person and of the class is a positive one.

1. What you, the teacher, should tell the resource person:

   a. The topic to be addressed

   b. The age, grade, number and ability of your students

   c. The students' background in the suggested topic areas, how it applies to what the class is currently studying, and the goals you hope to achieve from the presentation

   d. Time of the class, suggested dates for the presentation, length of time of presentation and classroom space available

   e. When confirming the visit, advise him of parking facilities, classroom location and a number where you can be reached if he should cancel

2. Questions the teacher should ask the resource person:

   a. The specific time and date he can visit the class.

   b. The subject on which he will speak.

   c. Type of presentation and special needs (e.g., room, seating, props, audio-visual equipment, advance preparation of students, handouts and who will furnish them)

3. Suggestions the teacher can give the resource person about various kinds of presentations:

   a. Informal lecture with question and answer period

b. Slides/filmstrip/movie

c. Role-playing/simulation/mock trial

d. Brainstorming

e. Problem solving for students

f. Field trips

g. Panel of guests or panel of students with moderator

4. Specific pointers the teacher should give the resource person:

a. Try to involve the students

b. Use examples or situations familiar to students in making your point

c. Have a clear idea of what you are trying to assert and be prepared to be challenged.

d. Suggest ways for interested students to follow-up on your presentation at school, in the community or on an individual study basis

e. Be natural and relate to the students on their level; avoid jargon

5. After the presentation, ask the students to evaluate it. Share this with the resource person. Ask for his evaluation of the students' response, participation and level of preparation.

MISCELLANEOUS APPROACHES

A. Using Literature to Introduce Law-Related Concepts

Literature is an extremely effective way to introduce law-related concepts. The world of literature is replete with questions of authority, responsibility, citizenship, conflict/conflict resolution, justice, fairness, the rights of the individual and of groups, and values. Exploring these issues through literature can expand a student's perspective and understanding of them and serve to clarify his/her own positions and feelings.

The Utah Law-Related Education Project has recently published Teaching Young People About the Law Through Literature: An Annotated Bibliography. This publication was prepared as a guide for teachers (K-8) to provide them with ideas for using literature to introduce law-related concepts. Each book has a brief annotation and includes the author, illustrator, publisher, publication date, and appropriate grade levels. Many have possible discussion questions. The bibliography is an excellent resource and springboard for teaching law-related and values education and is available from the Utah Law-Related Education Project.

B. The Cop Talk Series

The Utah Law-Related Education Project in conjunction with the Salt Lake Police Department has produced a series of five video tapes on law-related topics. The titles in the series are "Shoplifting," "Vandalism," "Search and Seizure," "Runaways," and "The Role of a Police Officer." All, with the exception of "Search and Seizure," can be used in fourth to sixth grades. Educational packets have been prepared to accompany each video tape and are available through the project office. Many district media centers have the video tapes. The video tapes and educational packets form complete lessons in themselves. They may also be adapted and used effectively as parts of larger units of study.

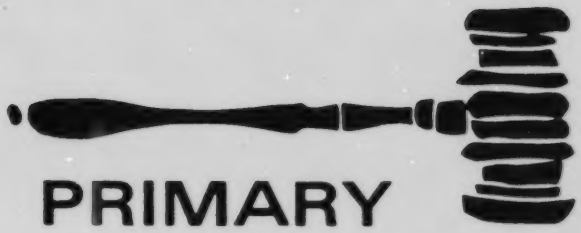
C. Puppets

Puppets are a creative way of presenting law-related concepts and topics on the elementary level. Several of the lesson plans in the handbook incorporate puppets as a teaching device.

The Utah Human Ensemble Repertory Theater wrote and produced a puppet show, "Cool Is the Rule," dealing with vandalism. The Utah Law-Related Education Project has had the program video tapes; and it is available

from many Utah district media centers or from the project office. "Cool, Is the Rule," targeted for grades four to six, can be used as a supplement to a vandalism unit, or it can form the core of the lesson. There is an accompanying educational packet for the video tape which is available through the project office.

Teachers who are interested in creating their own "Muppet" type puppets can obtain patterns by contacting Vern Adix, University of Utah Theater Department, Salt Lake City, Utah 84112. A class project of writing a script and making the characters could possible be done. Older students could present the resultant play for younger classes.



PRIMARY GRADES

Course and Grade Level: Head Start, Preschool, Kindergarten

Topic: Authority

Topical Question: Are there people in our society who are in authority? Why do certain people have authority?

Time Required: Five days, approximately 40 minutes per day.

Resources:

Materials: Pictures of individuals in authority: e.g., principal, teacher, judge, police officer, dentist, doctor, fireman, mother/father.

Outline drawing of a "principal" (to color).

The Cat in the Hat.

"The Town That Had No Policeman."

Crayons, markers, paper.

People: Principal/School Director, Police Officer, Parent.

Content: Through discussion, visits from people who have authority, a film and a story, the children will be able to identify some people who have authority and will understand why authority is necessary.

Objectives:

1. The students will be able to identify some people with whom they are familiar who have authority.
2. The students will understand that different people have different kinds of authority.
3. The students will see the need for leadership and authority.

Procedures:

1. Display pictures of a teacher, judge, principal, fireman/woman, police officer, dentist, doctor, mother/father. Discuss why these people have authority, including their age, education, job, position. Discuss someone they know who is an authority figure and reasons why that person has authority.
2. Pass out paper, markers and crayons. Have the children draw their own families and identify who has authority. Talk about what gives them authority. Arrange for a parent to visit the classs and have the parent explain why he/she has authority in the home.

3. Invite an authority figure, e.g. the principal to visit and have him discuss why he has authority. Distribute an outline drawing of a "principal" to the students, have them color it and take it home.
4. Invite a police officer to discuss his authority and where it comes from. Show the film, "The Town That Had No Policeman." Lead into a discussion of what it would be like if there were no people in positions of authority. If time permits, talk about what it would be like if their parents had no rules or regulations to follow.
5. The last day read The Cat in the Hat. Ask the students if the children would have done what they did if their mother had been at home. Discuss things they have done which they wouldn't do if their parents were at home.

Evaluation: Students should be able to identify seven out of ten pictures of authority figures. Each student will place an "X" on the picture of the authority figure.

Course and Grade Level: Kindergarten to Sixth Grade
Multi-talents

Topic: Rules

Topical Question: Why have rules?

Time Required: Two class periods.

Resources:
Materials: "Why We Have Laws: Shiver, Gobble, Snore," Learning Corporation of American, Stephen Bosustow Productions, 1970.

Flannel board cut outs of Shiver, Gobble, Snore and King from the book Shiver, Gobble, and Snore, Marie Winn, Simon and Schuster, Inc., 1972. Patterns on pages 31-33

Content: After showing the film the teacher leads a question and answer session focusing on open-ended questions. These questions should prompt students to think about why rules are necessary and lead into discussion.

Objectives:
1. Children should be able to recognize what might happen if there were no rules.
2. Children should be able to understand why rules are necessary.
3. Children should be able to recognize the results of excessive, one-sided rules.

Procedures: First Day

1. Show film using the stop action technique to discuss certain points in the film.
2. Open discussion following the film. Suggested questions might include:
   a. What are rules?
   b. Who made the rules in the kingdom?
   c. Who had to obey the rules? Who did not have to obey the rules?
   d. Did the rules make sense or were they foolish? Why? Were there valid reasons for the rules?
   e. What did they decide to do? What else might they have done? What would you have done?

Second Day

Divide the children into four groups and have each group choose a character from the story. Ask each group to list rules for each character. Using flannel characters, have the children act out the particular rules they have made. (Older grades can present flannel board stories to younger grades and

and explain why we should and do have rules.)

Evaluation:
1. What have we learned today about rules?
2. Can you think of the places where you follow rules?
3. Do we need rules? Why?

Assignment: Children can use their cut outs of the characters to tell their stories at home. Children can paste their characters on cardboard or they can make puppets. Children may put their story on tape.

Teacher Comments: This lesson should encourage the children to think of rules as an important part of the school and classroom. It could lead into a follow-up activity of making rules for their classroom.

Course and Grade Level: First Grade - Social Studies

Topic: Authority

Topical Question: What is authority? Why is there a need for authority. Why should people comply with legitimate authority?

Time Required: Two to three class periods.

Resources:

Materials: Pictures of people who hold positions of authority, (principal, President of the United States, student government officer, custodian).

People: Guest visits from principal, custodian, crossing guard.

Content: In this lesson the children are exposed to people who hold different positions of authority. By role-playing, the children can expand the idea of the need for authority and also be introduced to legitimate kinds of authority.

Objectives: At the end of the lessons the children should be able to:

1. Identify people in authority positions, and by doing so, they will have expanded their understanding of authority.
2. See a need for authority in everyday situations.
3. State reasons for complying with authority.

Procedures:

1. Introduce the children to some people who have authority, especially those who the children can identify by pictures. Have the principal and other resource people visit the classroom and describe their authority and where it comes from.
2. Discuss the visits with students.
3. Have the children role-play different positions of authority, for example, the principal's, the crossing guard's. Discuss where the authority comes from for each position and what would happen to society if this authority had not been given to them.
4. Explain the difference between authority and power. Role-play two situations. One where power (force) is present and a second situation where authority under law is observed.

Evalution: Teacher observation, oral discussion.

Teacher Comments: Puppets can also be used for the role-playing.

Course and Grade Level: First Grade - Social Studies

Topic: Rights and Responsibilities

Topical Question: What is responsibility? Does everyone have responsibility?

Time Required: Three to four 45 minute class periods.

Resources:

Materials: Old magazines, paper, scissors, and glue.

People: Fireman, Policeman, Postal worker, Paramedic.

Content: In this lesson, children will be introduced to the term responsibility. Community workers have responsible jobs. The term, "responsibility," will be discussed in connection with various jobs. The children will identify the consequences of not following through with responsibilities.

Objectives: At the end of the lesson the children will be able to:

1. Identify and explain responsibilities of certain jobs.
2. State what is required of a responsible person.
3. Understand that responsibility has a price.
4. Relate the consequences of not following through with responsibilities.
5. Relate the benefits of being a responsible person.

Procedures:

1. Introduce the term "responsibility." Identify responsibilities at home and at school. Have each child draw a picture depicting the responsibilities he has.
2. Have the children cut out pictures from magazines of people with responsibilities. Make a collage on the bulletin board with the pictures. Each child attaches a picture to the board when he identifies the responsibility the person in the picture has.
3. Invite a fireman, policeman, postal worker, or paramedic to visit the class. Have them discuss their responsibilities and what would happen if they failed to meet their responsibilities. Discuss with the class.

Evaluation: Teacher observation and oral discussion.

Assignment: Each child will bring an old magazine.

Course and Grade Level: First Grade - Social Studies

Topic: Rules at school

Topical Question: Are rules necessary at school?

Time Required: Five periods.

Resources:

Materials: "Why We Have Laws - Shiver, Gobble, and Snore," Produced by Learning Corporation of America, Stephen Bosustow Productions, 1970.

"Why Rules? Values: Right or Wrong," Encyclopedia Britannica Educational Corporation, 1977.

Flannel board Characters, from the book Shiver, Gobble, and Snore, Marie Winn, Simon and Schuster, Inc., 1972. Patterns for the flannel board characters are included.

People: Principal and police officer (or school resource officer).

Content: The class views the films, "Why Rules" and "Why We Have Laws" and realizes rules are needed to protect the rights of students. The students talk about some necessary school rules and they make a list of them. The children then draw pictures, role-play or do flannel board situations in which rules are needed.

Objectives: At the end of the lesson children should be able to:

1. Give reasons why rules are necessary at school.
2. List essential rules for school and classroom.
3. Make up their own stories and present them on the flannel board with the characters, "Shiver," "Gobble," and "Snore."
4. Make drawings of necessary school rules.

Procedures: First Day

1. Teacher shows filmstrip "Why Rules."
2. Children talk about the open-ended story and draw conclusions.
3. Children discuss, suggest and vote on classroom rules.

Second Day

1. Teacher shows film, "Why We Have Laws."
2. Children role-play situations in which rules

are necessary at school, e.g., playground equipment, fighting, drinking fountain, bathroom, etc.

Third Day

1. Principal talks to children about rules for the school.
2. Children draw pictures of situations at school where rules are needed.

Fourth Day

1. Policeman or resource officer visits and talks to the children about school rules which sometimes are broken, e.g., breaking windows, writing on buildings, breaking lights, etc.
2. Children make up stories which illustrate school rules using the flannel board characters, "Shiver," "Gobble," and "Snore."

Fifth Day

1. Children present flannel board stories illustrating rules at school and in the classroom.

Evaluation: Teacher observes whether children abide by school and classroom rules.

Teacher Comments: The flannel board characters "Shiver," "Gobble," and "Snore" could be made from heavy pellon and colored with magic markers.

Shiver

Gobble

Snore

Course and Grade Level: First Grade - Social Studies

Topic: Stealing in the Classroom

Topical Question: What is stealing? Why is it against school rules?

Time Required: Four periods

Resources:

Materials: Filmstrip and tape - "What Is Yours, What Is Mine," Values: Right or Wrong, Encyclopedia Britannica Educational Corporation, 1977.

Flannel board characters done in pellon.

Hand puppets.

Film, "Classroom Thief" - District Media Center.

People: School Resource Officer or Policeman

Content: Children sometimes take things from others without thinking about the others' feelings. As they role-play, do an open-ended story, and talk with a policeman, they discuss how they would feel in both situations (thief and victim) and they develop reasons for not stealing.

Objectives: At the end of the lesson, students should be able to:

1. Define the term "stealing."
2. Describe feelings of thief and victim.
3. Tell the consequences of stealing.

Procedures: <u>First Day</u>

1. Teacher shows the filmstrip "What Is Yours, What Is Mine."
2. Children talk about the open-ended story presented in the filmstrip and draw conclusions.
3. Children play the game, "Thief." (One person is the thief and pretends to steal something from someone he chooses in the classroom.) After each situation the thief tells how he felt, and the victim tells how he felt.

<u>Second Day</u>

1. The resource officer talks to the children about stealing and explains the consequences if one is caught.

2. Teacher presents the story, "Classroom Thief," which is made up by the teacher. The story can be enhanced by using hand puppets.

Third Day

1. Teacher shows the film, "Classroom Thief."
2. Teacher explains to the children that desks are private property. For example, "You never get into my desk without my permission and I will never get into your desk without your permission."
3. Divide the children into groups and instruct each group to make up a story about stealing. The teacher provides flannel board characters which the groups can use to illustrate their stories. Have the groups practice their stories.

Fourth Day

1. Children present their stories using flannel board characters.

Evaluation: The teacher observes whether children abide by the concept of not stealing from one another and whether they accept the consequences if they do steal.

Teacher Comments: Hand puppets can be made from old stuffed toys by taking out the stuffing. You will need to stuff the heads. Flannel board characters work up very nicely by using heavy pellon and then coloring the characters with magic markers.

Course and Grade Level: First and Second Grades - Law-Related Education

Topic: Protective Laws

Topical Question: What happens if we do not obey protective laws?

Time Required: One hour (two half hour sessions).

Resources:

Materials: Film: Walking Safely to School, (18 minutes) Available from District Media Centers.

Large replicas of safety signs, lights, cross-walks, etc.

People: School Resource Officer or Police Officer (in uniform).

Content: By seeing the film, role-playing, and discussion, the students will understand that laws are designed to protect people and that when they are not obeyed, there are consequences for those who do not obey them.

Objectives:

1. The children will learn what "protective laws" are and why there is a need for them.
2. They will understand that there can be consequences if protective laws are not obeyed.
3. They will be able to identify some of the "protective laws" designed to allow them to arrive safely at school.
4. They will see how a police officer helps enforce "protective laws" and the need for this enforcement.

Procedures:

1. Show the film "Walking Safely to School." Discuss the two boys in the film. Focus on the laws the boys must obey and then discuss the consequences if the laws are not obeyed. Review safety rules and protective laws and why these rules and laws are necessary.
2. Have children role-play walking to school. Make paper cross-walks. Have one child be a traffic light, one a stop sign, and have several of them be cars. Have the resource officer or the police officer play the part of a crossing guard. Assign several students to play the parts of children walking to school.
3. Through role-play, we discuss certain "protective laws." Role-play the children arriving safely at school. Repeat sequence and have two cars (children) crash, simulating an accident because one vehicle has not obeyed a pro-

tective law, e.g. running a stop sign. Have the officer write a citation to the vehicle which is at fault. Repeat the sequence but have one vehicle hit a child, which results in a personal injury. This demonstrates another consequence and also shows the officer in a helping role when he administers first-aid.

Assignment: Assign the children to make a list of laws a child should obey on his way to school. The children may ask their parents to help with the assignment.

Teacher Comments: This lesson plan could be extended to cover "Stranger Danger" while walking to school.

Course and Grade Level: First and Second Grade - Social Studies

Topic: Law

Topical Question: What is LAW?

Time Required: Two 30 minute periods.

Resources:

Materials: Practical Law in Utah, the Utah Law-Related Education Project and the Utah State Bar, Utah State Office of Education, Salt Lake, 1979.

Lawmaking, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975.

There Ought To Be a Law: How Laws are Made and Work, Ellen Switzer, Athenium Publisher, 1972.

"The Story of Laws and Rules," The Dollar Scholar, Farnsworth, Gardner, Kartchner, Editors, Staff Development, Granite School District, Salt Lake, 1979. (page 224)

People: School Resource Officer

Content: Through playing "the Eraser Game," reading "the Story of Laws and Rules," a visit from the school resource officer and class discussion, the students will learn what laws are and why they are necessary.

Objectives: Students will understand and be able to explain why laws are necessary at home, at school, in the community and in our country.

Procedures:

1. Introduce "the Eraser Game" (found in Lawmaking).
   - A. The object of the game is to give students an opportunity to see that there is a need for rules.
   - B. Procedures:
     1. Hand an eraser to one of the students and in an enthusiastic voice say, "Play the game."
     2. Don't say anything and see what the class does. Hopefully after a few minutes they will ask, "What are we to do? How do you play the game?"
     3. Talk about what is wrong with the game. Is it fun to play?
     4. The point to be stressed is that society, like a game, needs rules in order to work.

2. Read "the Story of Laws and Rules."

   A. List new words on the board. Help students to understand the meaning of each.
   B. Read the story aloud. Answer any questions that arise.
   C. Have students draw pictures of:
      1. Ways we obey laws.
      2. Rules we follow in our family.

3. Have the resource officer assigned to the school come and talk about his job and why we need laws and policemen.

Evaluation: Group discussion: See if everyone participates in the discussion of the questions found in "the Story of Laws and Rules."

Course and Grade Level: Second Grade - Reading

Topic: Reading Contracts

Topical Question: Is a contract a valid commitment? What will happen if I fulfill my contract? If I don't?

Time Required: Total time is four weeks with a new contract each week.

Resources:

Materials: Printed reading contracts and book forms.

Poster explaining rewards for the various number of books read.

Content: By signing reading contracts, each student will experience what it means to have a formal contract.

Objectives:

1. Children will experience commitment and will sign a formal contract.
2. They will discover the results of fulfilling or breaking the contracts they make.

Procedures:

1. Explain what a contract is and why it is important.
2. Have each child decide how many books he will "contract" to read to get a desired reward. Each child then signs a contract.
3. As books are read, the children record the required information which will allow them to fulfill their contracts.
4. At the end of each week rewards are given to the students who fulfill their contracts and demerits given to those who do not.

Evaluation: At the end of the four weeks, discuss realistic expectations in making a contract. What were some of the reasons some contracts were not fulfilled?

Sign new contracts.

Teacher Comments: We have tried this program. The "book work" is time-consuming but the effects are very good.

Course and Grade Level: Second Grade - Social Studies

Topic: Laws and Their Importance in Our Lives

Topical Question: What is a law?

Time Required: Three 30 minute periods and two one hour periods. (Time may vary according to the lengths of visits of resource people.)

Resources:

Materials: Lawmaking, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975.

Dollar Scholar, Farnsworth, Gardner, and Kartchner, Editors, Granite School District, Salt Lake City, 1979.

Economics Action Pack, McDonalds Corp.

Supplies: glue, scissors, crayons, pencils, papers, and paper bag.

People: Law enforcement person, e.g. school resource officer, and a state legislator.

Content: Children need to understand that laws are rules which need to be followed and which are made and enforced for their own benefit. By following the procedures given, the children should be able to understand the reasons for laws, for whom they are made, how they are kept, and that those who obey laws are good citizens. In every aspect of life, there are rules and laws for people to obey.

Objectives: The objective of this lesson is to help children understand the importance of laws, how they are made, who makes them, and what their purposes and functions are.

Procedures: First Day

Bring up topical question: What is a law?

1. Get different ideas from the children of how they perceive laws.
2. Have students name some laws which we have in our city, state, and country.
3. Explain the similarities between rules and laws and the difference between them. Examine the differences between school and playground rules, rules within the home, and rules in businesses where family members work. Compare these to laws within the community, city, state and country.

4. Go over the words of the Pledge of Allegiance with the class, emphasizing the words which pertain to law, such as liberty and justice. Help them to understand that in order to have freedom, we must have laws to follow and obey.

Second Day

Discuss what makes a good law with the class. Who can make up laws and why?

1. Have a number of laws written on the board. Some should be valid laws, some should be ridiculous, and some should impose on people's rights as good citizens. Have the children pick out the ones that should not be laws and explain why.
2. What is fair in lawmaking? What people should a law protect and govern? How can a law be fair to all people?
3. Discuss some of the rules of the classroom and decide how they are fair to all the students within the classroom. Do the same with school rules.
4. Discuss with the students which people are protected by specific rules or laws. Are these in the school rules or state government laws?
5. Have children determine what is fair. Present and explain the definition that laws are rules of society that allow individuals to live together.

Third Day

1. Discuss why some children disobey school rules, for example, cheating on tests to get a good grade or to become more popular.
2. Talk about adults who disobey laws and list ideas of why they break laws, e.g., exceeding speed limit to get somewhere quicker.
3. What are the consequences of disobeying laws at home, school, work, in the community, city state, and country.
4. Discuss different types of punishment for each of the examples given above, and the fairness of each. Get feedback from the children.
5. Why is there punishment? Would it be better if there were no punishments? Would people still obey laws?
6. Bring up some laws or rules with which the students are familiar. Have them tell whether or not they think they would obey them if no punishment were involved.

7. Have the children act out some different laws, some of which do and some of which do not involve punishment for disobeying them.

Fourth Day

Ask the children to think of people who help to enforce laws, i.e., policemen, crossing guards, parents, teachers, etc.

1. Have the children make puppets out of paper bags of people who enforce the law. Do a short role-play with the puppets.
2. Invite a police officer (perhaps a student's parent or a resource officer) to the classroom to talk about the duties involved in enforcing laws.

Fifth Day

Discuss with the children what it would be like if there were no laws;

1. Who should be governed by laws?
2. Should there be laws everywhere, for everyone?
3. Have a state legislator come and talk to the children about how laws are made.
4. Discuss the possibility of laws becoming obsolete.
5. Why are some laws not enforced anymore? Does this mean they are obsolete or no longer important?
6. Can we do without these laws? Should others be made to take their places? Would we do as well without them?
7. Talk about some laws which were enforced hundreds of years ago which are no longer enforced. Are these laws obsolete because people have no use for them or because they are not relevant, or both?
8. Discuss jobs which have no value at this time because of advancements in technology which have made them obsolete. Stress that laws protecting these jobs no longer need to be enforced because of the changes that have occured in society. What are some of these?
9. Put children in small groups and have them read and discuss the examples of obsolete laws found in The Dollar Scholar. Then have them create a law which may become obsolete in the future because of jobs not needing to be done anymore.
10. Have the class draw a picture of that law, telling of the importance it once had and the reasoning for the change.

Evalution: The children will be evaluated by their contributions to discussions, by their follow-through in group activities, and in their assignments.

Assigment: Tell the children to go home and write down all the rules that they can think of within their own home, using rules made by parents, brothers and sisters, or by themselves. By each rule they list, they should give reasons why those rules are good or bad. The children should determine who enforces the rules at home and what types of punishment are given if rules are not followed.

Teacher Comments: If children are given the opportunity to discuss the differences between rules and laws, they can better distinguish between the two, understand the importance of following both, and understand their relationship as citizens to laws within their own society.

Course and Grade Level: Second Grade - Social Studies

Topic: Production and Consumerism

Topical Question: Where does consumerism start?

Time Required: Four 30 minute segments.

Resources:

Materials: Young Consumers, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn. 1975.

Dollar Scholar, Farnsworth, Gardner, and Kartchner, Editors, Granite School District, Salt Lake City, 1979.

Economics Action Pack, McDonalds Corp.

Supplies: Crayons, glue, magazines, construction paper, objects for an open market, play money, scissors.

People: Grocer, farmer, (preferably a parent of a student in the class).

Content: Every consumer makes choices of one kind or another. Placing children in the position of a producer gives them an understanding of the choices they can make as consumers.

Objectives: The objective of this lesson is to help students realize and understand some of the processes that occur when goods or materials are produced. The lessons will foster an awareness that they, the students, consume many different things everyday, and that there are many aspects involved in consumerism.

Procedures: The procedures are divided evenly into four days. The time limits may vary on days that resource people are present.

First Day

Introduce the topic by talking about different foods and where they come from. Who puts food in the stores so that people can buy the food they need and want? What kinds of foods are produced in your home? What kinds are consumed in your home?

1. Where do these foods come from originally?
2. Where do family members get the ingredients to make things in the home?
3. What parts do different people have in making food available for your use?
   a. Where does food come from?

b. Who put it in the store or market?
c. Who grew it and harvested it?
d. How many different processes did the food have to go through before it was available for the shopper to purchase?

Second Day

Have children bring objects from home and discuss where these things might have originated, who took part in creating them, and how these objects finally ended up in a store to be purchased.
1. What processes might a specific object have gone through?
2. What is it made of?

Divide the class into two groups. One group will draw pictures of people producing (making things) and the other group will draw pictures of people consuming (using) things. Match up some of the pictures from both sides and have the students explain why the pictures go together.

Third Day

Using magazines, have children cut out pictures pertaining to specific jobs people might have in preparing things for our use as consumers.
1. The children will paste these on a large piece of construction paper and arrange the pictures showing the cycle from the beginning of production of an item until the item is purchased and used at the end of the consumer cycle.
2. Another way of using the magazines would be for each child to make a collage of different vocations people in the production cycle have that help us to be consumers. The collages could show the different things that people do to produce goods for consumers.

Fourth Day

Supply and Demand - Set up a marketplace in the classroom. Have the children take part in either the producing or consuming end of it.
1. Supply various objects which will be sold in the market and play money with which to buy them.
2. Give the students different problems to solve, involve them in selling and buying various products, stress that their survival depends on the ways of the marketplace.

3. Show the problems that arise when too much is produced and the demand is low, and when too little is produced and the demand is high.
4. This would be a good time to have the resource people come and discuss the problems they encounter and why they need each other, focusing on the dependency that has to occur.

Evaluation: Evaluation will be made by the discussions held in class, and also by the post-test found in the Economics Action Pack.

Assignment: The children will be instructed to make a list at home of all the things they can think of which weren't produced at home. They will realize that very few things are produced in the home. This could also be done in the opposite manner by listing items produced in the home.

Teacher Comments: This type of lesson should help the children to free themselves from the idea that the store is where everything originates and increase their understanding that many people are involved in producing things for our use and enjoyment.

Course and Grade Level: Second Grade - Social Studies

Topic: Advertising and Consumer Research

Topical Question: Why and how do people advertise?

Time Required: One to two weeks (30 minutes to 45 minutes per day).

Resources:

Materials: Poster paper or colored butcher paper; cereal boxes; props for commerical skits; and "the Green Demon" puppet packet on consumerism available from the Utah Law-Related Education Project.

Content: In order to increase their understanding of the reasons people advertise, children participate in market research, product planning and advertising campaigns.

Objectives:

1. The students will recognize why products are advertised.
2. They will expand their knowledge of techniques used in advertising.

Procedures:

1. Discuss the differences between cold cereals currently on the market. Which are good? Which are bad? Why?
2. Have the children conduct market research through friends and families concerning their preferences in purchasing different cereals and the reasons for their choices.
3. Divide the class into four groups. Have each group create a new brand of cereal which should include: a name, ingredients, prizes, cost, etc.
4. Have each group plan and carry through an advertising campaign which would include posters, radio (intercom), ads and jingles, and a "television" skit which will be performed for the entire student body.

Evaluation: Voting takes place in each classroom, K-6. Ballots are tallied by grade levels. Announce the winners.

Teacher Comments: Both second grades participated with a total of eight new brands of cereal. The children really got into the spirit of things and seemed to learn a lot.

Course and Grade Level: Second, Third and Fourth Grades
Social Studies

Topic: Classroom experiment: "Jury Court System"

Topical Question: Can peer review work in the second, third or fourth grades?

Time Required: Uncertain time element - use when necessary for as long as it seems useful, perhaps once a week for a term.

Resources:
Materials: Large poster containing class laws and amendments. Notebook containing punishments, etc. as prescribed by law.

Content: Through discussion and listing of classroom rules, the students will gain experience in rule-making and in maintaining their rules. Through direct exposure, they will gain an understanding of the jury system as "trials" will be held for those who break the classroom rules.

Objectives:
1. By listing rules they feel are necessary in the classroom, students will see the need for rules and for their enforcement.
2. The students will learn about the jury system by participating in its use in the classroom and they will understand its function and importance.

Procedures:
1. Discuss the need for rules and laws. Introduce the basics of the court system, i.e. laws, court, jury duty, witnesses.
2. Have the class compile a list of classroom rules and post them. Have the class decide on punishments for infractions of each classroom rule and write these in the notebook.
3. When a classroom law is broken, court is held to "try" the student charged with breaking the law. The teacher serves as the judge, and a jury is selected at random which should exclude close friends of the accused. Court is held when necessary.
4. Problems and questions are discussed and handled as they come up.

Evaluation: Each Friday a special session is held to consider the week's activities and to evaluate how well the

class laws have been followed.

Teacher Comments: I have not yet tried this with my students. I do feel that much teacher help would be needed to incorporate this system with second graders.

Course and Grade Level: Second to Sixth Grades
Social Studies

Topic: Authority

Topical Question: Why is it necessary for society to establish rules and laws? What is the difference between power and authority?

Time Required: Approximately two weeks - one class period per day.

Resources:

Materials: Filmstrips, cassettes, 30 student books, teacher's edition, Authority II and III, Law in a Free Society, 1977.

Lawmaking and Courts and Trials, Law in Action Series, Riekes-Mahe, West Publishing, St. Paul, Minn., 1975.

"The Tree House," Foundations of Justice, Charles E. Merrill Publishing Co., Law in America Society Foundation, Arlene F. Gallagher and Robert H. Ratcliffe, 1975.

"Why Rules," from "Values: Right or Wrong?" Encyclopedia Britannica Educational Corporation, 1977.

People: Attorney.

Content: After viewing filmstrips and participating in discussions, students will see the need for rules and laws. The class will experience what occurs in the classroom when there are no laws and also when one person exercises absolute authority. Through participation in a mock civil trial, the students will develop an understanding of how rules and laws are maintained and of the authority the court system has been given by society.

Objectives:
1. Students will be able to discuss why rules are needed.
2. Students will be able to discuss the rules they live by at school and why these rules are necessary.
3. Students will understand the difference between power and authority.

Procedures: First Day

1. Show the filmstrip "Why Rules" from the EBEC Kit. Have the students discuss how Hector should solve his problem. Is there any solution? Lead into a discussion of why rules are necessary. Talk about the rules they have in the classroom and in the school. List them on the chalkboard. Tell the class that for the remainder of the day there will be no classroom rules (but that they still must obey school rules).

Second Day

2. Play the "Eraser Game" found on page 1 of the teacher edition of Lawmaking. Ask the students to discuss their feelings after playing the game. Have them share how they felt the day before when there were no rules in class. Did they find any difficulties without rules? Refer back to the list of classroom and school rules on the chalkboard. Why were these rules made? What specifically do the rules do?

3. Show the Foundation of Justice filmstrip "the Tree House." How did the children make the rules they needed? Discuss the process of choosing a leader. What kinds of power did the leader in the film exercise? Ask the students to select a classmate who will be the absolute ruler for the rest of the day. The selection may be based on who is the strongest, the tallest, the biggest, the loudest, or the smartest. The chosen student will make all the rules for the rest of the day (no breaking of school rules) and the class must obey them.

4. Begin with a discussion of how the students felt living under rules made by one person and ask them to share the experiences they had trying to obey those rules. Introduce the first of the filmstrips from the Authority II (2nd, 3rd graders) and II (4th, 5th, and 6th graders). Discuss.

5. During the following three days or class periods, finish the filmstrip series with class discussion after each filmstrip has been seen. After the discussion the last day of the series, introduce the concept that the court system maintains the rules, laws, and

authority which society needs to function.

6. Using Courts and Trials, introduce how a courtroom works and the people involved in the courtroom setting. At this point you may wish to ask an attorney to visit and explain what a civil trial is.

7. Following the format in "Section II., Putting on Mock Trials," Courts and Trials, prepare for and present a civil mock trial.

Evaluation: Evaluation will be made based on participation in class discussion.

Course and Grade Level: Third Grade - Reading

Topic: Reading contracts and responsibility

Topical Question: What is a reading contract and why is it important?

Time Required: One hour to present concept. Follow-through all term.

Resources:
Materials: Contracts - carbon copy and original. (Copy is included.)

Content: Children decide what reading grade they will work for - "contract" for.

Objectives:
1. Students will take responsibility for deciding what grade they want and are willing to work for.
2. Students will be responsible for keeping track of the minus points and the extra credit points they earn.
3. Students will recognize a contract as a binding document if all parties fulfill their parts of the agreement.
4. Students will fill out their contracts correctly and take the carbon copies home.

Procedures:
1. Discuss contracts in general and the purpose of contracts.
2. Discuss parts of the reading contract:
   a. Requirements for A, B, or C grades.
   b. Signatures and why they are important.
   c. Date.
3. Have each student decide which grade he will work for.
4. Have each student list the requirements for his chosen grade on his contract.
5. Each student signs and dates contract and has it witnessed.
6. Each student confers with the teacher about his contracted grade. Teacher signs the contract if it is filled out properly.

Assignment: Each student takes home the carbon copy of the contract and discusses it and the contracted grade with his parents.

Teacher Comments: Plan on ample time for filling out contracts (20-25 minutes). Students need to be reminded to fill out and keep track of their

minus points and extra credit points and to record these on their contracted grade point sheet.

The contract and grade point sheet should be kept in a file folder and stapled in for each child. Each child should have easy access to his folder.

Here's an offer I can't refuse

If I _____

_____

_____

_____

_____

Then I _____

_____

_____

_____

_____

Signed,

_____
Student

_____
Witness

_____
Witness

Date _____

Course and Grade Level: Third Grade - Safety

Topic: Road and Walking Safety

Topical Question: What are good safety rules for walking safely on a road?

Time Required: One hour. Follow-up activity (cookie making) - 3 hours.

Resources:

Materials: Safety rules poster which includes the following:

1. Look in all directions before crossing.
2. Do not jaywalk.
3. Do not cross the street from behind parked cars.
4. Obey traffic signs at all times.
5. Don't take chances.
6. Walk, don't run.
7. Walk on the left side of the road with the traffic coming toward you. You should see the headlights of the cars.
8. While waiting to cross a street, stand on the curb to avoid getting run-over toes, mud splashed on you, etc.

Traffic Signal Cookie recipe for follow-up activity.

Content: Safety rules for walking and road safety.

Objectives:
1. To list four safe ways of walking on the roadside.
2. To demonstrate safe walking procedures.
3. To show others the safest way to walk home.

Procedures:
1. Read and discuss the suggestions for safe walking which should be on a poster or on a bulletin board. Have a short discussion focusing on the "why" for each rule. Leave extra time for children to relate stories and experiences. To reinforce the poster have the students play the games, "Automobile Race" and "Cross Country Move." Make sure students follow the rules they have learned.

2. Play "Automobile Race." In this game the desk becomes the auto. Each row chooses the name of a make of a car. At a given signal, the first child in the row gets out on the left side of his desk, walks forward around his desk, then around the row and back to his seat. When the first child is seated, the second child makes the same trip and so on. The winner is the row whose members have completed the trip and are seated at their desks first.

3. Another game, "Cross Country Move" can be played. In this game all are seated except a leader at the front of the room. The leader says, "Move to the north" (south, east or west) or points in a specific direction. Some players are forced to the rear, to the side, etc. These children walk as fast as possible to the vacant seats without bumping into or touching anyone else. The leader tries to obtain a seat when the shift is made. The one without a seat becomes the next leader.

   Follow-up activites could include Traffic Signal Cookie making and distributing several worksheets which demonstrate safety rules as seatwork. A discussion of traffic signs and their importance should be included along with a discussion of traffic laws.

Traffic Signal Cookies

1½ cups flour
½ cup sugar
¼ tsp. baking soda
1/3 cup brown sugar
½ tsp. salt
½ cup soft butter or margarine
1 egg
1 tsp. vanilla

Mix butter, egg, sugars and vanilla. Sift and blend flour, baking soda, and salt.

Chill 1 hour in the refrigerator. Note: This recipe can be used without chilling the dough.

Divide dough into three parts. Roll dough on a floured board to a thickness of ¼ inch. Cut into oblongs 2" x 3". Make three dents in each piece or press 3 M&Ms into each dent. Place on greased cookie sheet. Bake at 400 for 6-8 minutes. Red, yellow, and green frosting can be put in each dent to simulate a traffic signal.

Yield: 12 cookies

Collen B. Luck

Course and Grade Level: Third Grade - Social Studies

Topic: The Need for Laws

Topical Question: Why should we have rules or laws in our school room?

Time Required: 1st Section - 15 to 18 minutes.
2nd Section - About 30 minutes.

Resources:
Materials: "Why We Have Laws: Shiver, Gobble, and Snore," Learning Corporation of America, Stephen Bosustow Productions, 1970.

Film Projector

Content: Through viewing the filmstrip and class discussion, students will see the need and the reasons for having rules and laws at school.

Objectives: The students will be able to identify three or four laws and be able to explain the responsibility that goes with each law.

Procedures: 1st Section: Show the film and briefly review it with the students. Explain the difference between rules and laws. Discuss.

2nd Section: Later that day, ask the students for rules they believe are needed in the classroom. List them on the board. Discuss them and consolidate where possible. Talk about the responsibilities that go with each rule. From the list of rules, have the students select those which will be the rules for the class.

Evalution: After being involved in making their own rules, the students follow them.

Teacher Comments: It worked great. We came up with only 2 rules: "Help keep the room and school looking good." "Think about how other people will feel." I am happier with this year's rules than I have ever been. We have been able to relate any problem that has arisen to our two rules.

Course and Grade Level: Third Grade - Social Studies - Utah State Government

Topic: How a Bill Becomes a Law (This is one topic in a series of discussions on lawmaking. At the third grade level the discussion is brief and simplified.)

Topical Question: What is a bill? What is the difference between a bill and a law?

Time Required: Two 45 minute periods.

Resources:

Materials: UTAH, Celia Luce, Peregrine, (see the chapter on the legislature).

LAWMAKING, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975. (Lesson 5 and 12 to be used in part with the children and as a teacher resource.)

Content: The students learn that a law becomes a bill through a regulated process. The citizens elect representatives to speak for them in government. These representatives suggest new ideas that concern the people they represent. These new ideas are presented in what are called bills. After a bill is presented, it is voted on by the other representatives. In order to become a law, a bill must be passed by a majority of the representatives in the House and the Senate. If it is passed, it goes to the governor for his signature. The governor either can sign the bill in which case it becomes a law, or he can veto it. If he vetoes it, it is sent back to the legislature. The legislature can review it and vote on it again. If two-thirds of the legislature votes for it, it becomes a law. Through discussion and role-playing, the students gain an understanding of how state laws are made.

Objectives: The children will be able to identify the legislative process by which a bill becomes a law.

Procedures: This lesson is designed to follow lessons on what is a law, what is the legislature, and what government workers do.

1. Write vocabulary words on the board and have the children read them aloud and explain the definitions of the words they know. The vocabulary words are: bill, legislature, House of Representatives, Senate, law, governor, veto, citizen, representative, majority.

2. A discussion and explanation of how a bill becomes a law follows. At this point the Lawmaking book or the Utah book may be used as a resource. Introducing the vocabulary and this discussion should take one 45 minute period.
3. The second 45 minute period (the next day), ask the children to think of a bill they would like to see become a law. For example, it may be a bill that states that "children can roller skate in the school halls if they want to."
4. Next, divide the class into two sections, the House and the Senate, and assign one child to act as the governor. Role-play the lawmaking process by having a bill introduced, discussed, and voted on, and then have the governor veto it. With a large class, it may be beneficial to have five or six bills to introduce and to use smaller groups within the classroom rather than two large groups.

Evaluation: I have done a brief form of this lesson plan with my third graders. They really got involved in the role-playing and demonstrated an understanding of the procedure. I would like to go into more depth with the subject in the future.

Assigment: Each student would be required to write a bill of his own. These bills could then be voted on by the class.

Teacher Comments:

1. A field trip to the state Capitol during the month of January is exciting and third graders enjoy it if they are prepared. They are able to see the lawmaking process in action. Call ahead for tours.

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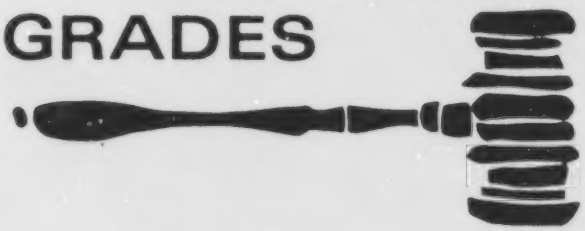
2. As a follow-up acitivity on a lawmaking unit, the children could write their own bills and a law student or their area legislator could come to the classroom and discuss them or perhaps the governor could come and sign them.

INTERMEDIATE GRADES



Course and Grade Level: Fourth Grade - Social Studies

Topic: Vandalism Affects Everyone

Topical Question: What is vandalism? Who is affected by the vandalism in the story?

Time Required: Two 45 minute periods.

Resources:

Materials: "A Pumpkin for Jonathan" by Cherilyn Stensrud. (Included.)

Drawing paper, pencils, crayons and/or paints.

People: The resource officer assigned to your school area. (Police officer would be optional unless you wish him to handle the discussion.)

Content: The teacher reads the story, "A Pumpkin for Jonathan," to the class. The story is about the effects of vandalism on a group of children. A garden is planted and tended by neighborhood children under the direction of Mrs. Green. The children work hard, but the day of the picking comes and the children find that all of the pumpkins have been destroyed. The story leads into a discussion of the people who are affected by the vandalism.

Objectives:

1. The children will be able to identify the thoughts and feelings of Jonathan and Jeremy.
2. The children will be able to list those affected by the vandalism.
3. By creating an anti-vandalism poster, the children will demonstrate their knowledge of how vandalism affects many people.

Procedures:

1. Create motivation by passing out a ditto sheet with a spy glass on it.
2. Instruct the children to listen carefully to the story to see if they can identify the problem.
3. Read the story.
4. Have them write down all the people they can think of who might have suffered because of the loss of the pumpkins.
5. Have the students answer and discuss the following questions:

    a. What do you believe happened to the pumpkins?
    b. Who do you think might have smashed the pumpkins?

c. How did Jonathan feel?
d. How did nine year old Jeremy feel?
e. Would everything be all right if Jonathan's mother took him to the store and bought him a pumpkin?
f. Do you think the pumpkin smashers knew the children who had grown the pumpkins?
g. Will Jonathan and Jeremy want to grow pumpkins next year? Why?
h. Who do you think suffered from the loss of the pumpkins besides Jonathan and Jeremy?

6. Explain that vandalism touches everyone in one way or another.
7. Have the students, individually or in groups, design a poster which will show some ways in which vandalism hurts others. Ask them to be as creative as possible.

Evaluation: Students will be evaluated by their posters and their participation in the discussion.

A PUMPKIN FOR JONATHAN
BY
Cherilyn Stensrud

Mrs. Green planted a garden. She left a large open space in this garden and invited the neighborhood children to come and help her plant pumpkin seeds in the large, brown mounds of earth.

Each day the children would come to see the progress of the seeds. They became very excited when the first seedlings rose sleepily from the ground. The children took turns watering the plants and watched as they grew new and bigger leaves. Yellow flowers appeared.

Mrs. Green showed the children all of the spiders, ants, wasps, bees and other insects which lived and crawled among the vines and flowers. She said that the insects would help to pollinate the flowers and that the flowers would become pumpkins.

Jonathan and Jeremy came every day. They saw the pumpkins begin to form and grow bigger each day. More diligently than ever before, they cared for their pumpkin plants, waiting for them to turn from green to orange while growing larger and fatter.

Mrs. Green told the children that in five days it would be time for picking their pumpkins from the large leafy patch. Jonathan, who was five years old, wanted to make sure that he would be there, so he placed five clothes pins on the calendar. Each day, Jeremy watched as Jonathan would remove one more pin. Finally Jonathan removed the last pin and the two boys hurried joyfully to Mrs. Green's home.

As the boys approached Mrs. Green's home, they noticed something very strange. They saw pumpkins everywhere. There were pumpkins broken and smashed in the street. Pumpkins were smashed on the sidewalks and smeared on Mrs. Green's lawn. Jonathan's lips quivered and he began to cry bitterly.

Course and Grade Level: Fourth Grade - Social Studies (General LRE)

Topic: Responsibility in Leadership

Topical Question: Sometimes leaders make decisions which seem to be unreasonable to the followers. What are the responsibilities of the leaders and of the followers?

Time Required: One 1½ hour session, one 1 hour session.

Resources:

Materials: Responsibility VI, Law in a Free Society, 1979, Unit Two Evaluation Exercise, page 28.

People: A leader who has held a decision-making position in the community, for example, a member of the city council.

Content: Through a simulated wagon train experience and a visit from a community leader the students explore the role of responsibility in leadership and the responsibility the governed have to their leaders.

Objectives: Through a first-hand experience with decision-making and the results of those decisions, the students will begin to recognize:

1. Leaders have a responsibility to the governed.
2. The governed have a responsibility to the leaders.
3. Unpopular decisions are sometimes made which are the wiser choice.
4. The governed need to be informed about the reasons decisions are made.

Procedures: Read "Moving West" from the Unit Two Evaluation Exercise on page 28 of Responsibility VI. The teacher then will establish a course for "the Trail West" on the playground. Paper markers which are tacked into the ground are used to make up the trails. The markers include both positive and negative factors involved in such a trail. Time penalties will accompany the negative markers, for example, "QUICKSAND, WAIT 2 MINUTES BEFORE PROCEEDING." The positive markers will say "PROCEED TO NEXT MARKER." Possible markers are:

1. WATER
2. FIREWOOD
3. QUICKSAND
4. RIVERS
5. POISON WEEDS
6. FRIENDLY INDIANS
7. BANDITS
8. WILD FRUITS AND VEGETABLES
9. TRADING POST
10. DESERT
11. MOUNTAINS

The teacher divides the class into 5 groups and selects one person from each group to be the trail master. These leaders will be shown the course - its beginning point, the markers on the trail, and the destination. They will examine each marker and determine individually the best trail for their wagon train. They may make a rough map at that time which includes the rule that each train must stop at at least 75% of the markers before reaching its destination. The activity will be timed and the group reaching their destination in the shortest amount of time having followed the rules, will be the winners.

The class wil discuss some of the items needed for survival on the trail and dangers that might be encountered. There should also be a discussion of the responsibilities each person has to the group. Explain that the leader has been hired to guide his group to the destination because he knows the trail. Explain the rules:

1. 75% of the markers must be visited.
2. The group must wait at penalty markers for the stated time.
3. No member of a group may leave the group.
4. Each group will be timed.

Send groups out every 2-3 minutes. Some overlapping may occur, but this should not be a major concern.

After all of the groups have completed the course, discuss:

1. What problems were encountered? How were they resolved?
2. What about responsibilities? Did the leader do his job?
3. Did the members do what they should have done?
4. What would have made the wagon trains work better as a group effort?

Apply the answers to the preceding to daily life.

Semi-Evaluation: Creative thinking-writing. Have the students write their observations on the responsibility of leaders and of followers in our lives. Use examples from the trail experience and from their lives.

Sessions Two: Arrange a visit from a community leader. Have him discuss decision-making and the responsibili-

ties of leaders to citizens and citizens to leaders.

Evaluation: Through the teacher's observation of students' discussions and writings, did the students show an increased understanding for the responsibilities of leaders and followers?

Course and Grade Level: Fourth Grade - Social Studies

Topic: Rules

Topical Question: Why do we have rules on the playground and in the school building?

Time Required: Two to three class periods of 30 minutes each.

Resources:

Materials: Paper, pencils, voting ballots, and school playground.

"Why Rules? Values: Right or Wrong," Encyclopedia Britannica Education Corporation, 1977.

People: The Principal.

Content: This lesson is designed to show the children that rules are important and that rules ensure an orderly society. The children will inspect the playground and the school building. After the inspection, they will decide if rules are needed to help prevent accidents and injuries.

The children will make rules of conduct for themselves and make recommendations to the principal.

Objectives:

1. The students will be able to discuss why rules are needed at school and on the playground.
2. The students will be able to recognize potentially dangerous situations in school and on the playground and will understand why rules are made to cover these situations.
3. They will see that rules are made to protect them.
4. Through analysis of several school rules, they will explore what is good about the rules and why.

Procedures: Part I. View the filmstrip "Why Rules?"

Part II. Take the children on a walking tour of the playground and the school building. Have them take mental notes of any potentially hazardous areas or objects. Ask them to also note any potential human hazards. After the tour sit the class in a large circle or put them into small groups. Ask the children to talk about and write down all of the hazards they found on their walk. Let them take fifteen to twenty minutes to discuss these. If they are divided into groups, let one

representative from each group take a few minutes to discuss with the class what they found. Let the students recommend ways to solve the problems they discovered. List them on the chalkboard.

Part III. Read to the students several examples of problem situations which might occur on their own playground. Ask the students to discuss how the problems could be solved and if rules would or should be made to prevent a future occurrence. Also discuss the idea that if students would take more responsibility for their own actions, fewer rules would be needed.

Part IV. Divide the class into small groups. Give each group a piece of paper with a school rule on it. As a group have them list everything that is good about the rule and everything that is bad about the rule. Give each group five minutes to present the pros and cons of their rule to the class. Tell them that they must choose whether they like the rule or whether they don't and that they must be ready to defend their answers.

Evaluation: The evaluation will be in the form of a quiz with a discussion of all the possible answers. Some possible questions which can be included in the quiz are:

1. List some of the reasons for making rules concerning play equipment on the playground.
2. Some students wish to bring skateboards to school. Should they be allowed to ride them in the school building? List three good reasons for your answer.
3. You are a teacher. Should you allow your students to go off of the playground at recess? Explain your answer.
4. Why are rules made?
5. "No climbing in the windows." Why did the principal make this rule?

Course and Grade Level: Fourth Grade - Lawmaking - Social Studies

Topic: The Process of Making a Law

Topical Question: How are laws made? Who makes them? Why do we need laws?

Time Required: 12 hours.

Resources:

Materials: Lawmaking and Youth Attitudes and Police, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975.

"Freedom River," Stephen Bosustow Productions, Nick Bosustow, 1971.

Social Studies book - Our Country and Other Lands, MacMillan (Unit 4).

Knowing and Using Government, Search Skills Visuals, Scholastic Magazine, Inc. 1975.

People: Student Council Officers, Principal, City Councilman, and State Senator or Representative.

Content: The students will learn the value of rules and laws by experiencing the lack of them. They will learn civic responsibility by proposing changes in school or local laws.

Objectives:

1. The students will learn that rules are necessary in the home, school, community and nation.
2. The students will understand that laws are created to protect rights.
3. The students will recognize the value of the law-making processes.

Procedures:

1. Ask the students to write down one rule or law they dislike and give their reasons.
2. From Youth and Attitudes play the "Eraser Game," "The D Game," and the "Chalk Game." Discuss reasons for rules and laws.
3. Role-play problems involving rules and laws.
4. Using Our Country and Other Lands and activities from Knowing and Using Government, discuss lawmaking at all levels, from school government to national government.
5. Invite a member of the student council and the principal to visit the class to talk about reasons for rules in the school. Discuss.
6. See the film, "Freedom River." Talk about the value of active participation in the lawmaking process.

7. Discuss an unfair school rule and write a petition to change the rule. Follow it through and present it to the student council.
8. Assign the children to talk to their parents about local laws.
9. Arrange for a visit from a city councilman. and have him discuss local laws and how local laws are made.
10. Invite a state legislator to speak to the class. Discuss how state laws are made.
11. Write thank you letters to resource persons.
12. Have the students write a new law for our state or county and ask them to be prepared to defend it.

Evaluation: Each student will identify orally or in writing the purpose of laws and who makes the laws from the local to the national level.

Assignment: Ask the students to write a new law for the city or state or to write an amendment of a current law.

Teacher Comments: This might be a good lesson for the beginning of the year so students can see the value of school rules.

The students may want to pursue passage of one of the new rules or amendments they have prepared. Encourage them to work with a city councilman or a state legislator and follow through with it.

Optional for Lesson Plan: The students might propose laws for a fictional city, perhaps a city in the future.

Course and Grade Level: Fourth Grade - Social Studies

Topic: Reasons for Behavior

Topical Question: What is the difference between self-discipline and enforced discipline?

Time Required: 45 minutes.

Resources:

Materials: Youth Attitudes and Police, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975

Photos of people doing things that will allow students to judge the motives behind the actions.

Content: To recognize the need of society for self-discipline and for enforced discipline.

Objectives:

1. Students will be able to explain the difference between self-discipline and enforced discipline.
2. Students will understand why there is a need in society for enforced discipline.

Procedures:

1. Ask three students to role-play different reasons for not littering the playground. Discuss. Think of other school-related behaviors which require self-discipline or enforced discipline. Discuss.
2. Read and discuss pages 1 and 2 of Youth Attitudes and Police which involve littering. Decide if the people in those pictures are "inside" or "outside" people (people who do things for reasons of self-satisfaction or because of fear of being arrested or disciplined).
3. Show a picture of a person stopping at a stop sign and discuss several reasons for this action. Also show a picture of someone putting money into a parking meter. What are some of the consequences to society due to people who break laws? What is the importance of having enforced discipline in our society?
4. Review pages 3 and 4 in Youth Attitudes and Police to determine whether the people in the stories and diagrams are "inside" or "outside" people. Ask the students to cite different examples of each.
5. Discuss page 5 which shows examples of people who think they are exceptions to rules. Ask students if in their own lives they have ever felt they were exceptions and did not have to obey the laws. Reinforce reasons society needs enforced discipline.

Evalution: Students should gain an understanding of the difference between self-discipline and enforced discipline and understand the need for both in our society.

Course and Grade Level: Fourth Grade - Social Studies

Topic: Authority

Topical Question: What is authority? Why does society need to have people in authority?

Time Required: Three 30 minute periods.

Resources:

Materials: Consumable charts made up similar to those on pages 8 and 9 of Youth Attitudes and Police, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975., containing such questions as:
What people in your life have authority over you?
What do each of these people make you do?

People: School Principal, Resource Officer assigned to school.

Content: Through visits from the school principal and the resource officer, the students are introduced to the concept of authority. The students explore their feelings about authority in class discussions.

Objectives:
1. Students will be able to discuss their own opinions about the people in authority who affect them.
2. Students will understand why society needs to have people in authority.
3. Students will be able to identify people in authority.

Procedures:
1. Have students finish this sentence: "Having authority means _____."
2. Invite the school principal to discuss with the class his position of authority in the school and some of the rules he must enforce and why he needs to enforce them.
3. Invite the resource officer to discuss his position of authority as a police officer, who gives him his authority, and what some of his responsibilities are.
4. Encourage students to name other people in positions of authority. Discuss why these people have authority.
5. Ask students to fill in charts found in Youth Attitudes and Police. Divide students into groups of three and ask them to discuss among themselves their feelings about the answers they have chosen for their charts.

Evaluation: Students should be able to identify authority figures and discuss their feelings concerning these people, as well as their feelings about the idea of authority.

Course and Grade Level: Fourth Grade - Social Studies

Topic: Newspaper Editorial Cartoons

Topical Question: What are editorial cartoons? What do editorial cartoons say? How are topics for editorial cartoons selected?

Time Required: Two one hour sessions.

Resources:

Materials: Newspapers for each child. If the class is receiving the paper for a week, this activity might be more appropriate at the end of the week when there would be more cartoon choices.

People: An editorial cartoonist from a local newspaper or magazine.

Content: By finding editorial cartoons in the newspaper, a visit from an editorial cartoonist, and by creating a cartoon of their own about a social issue, the students will be introduced to and gain an understanding of editorial cartoons.

Objectives:

1. The students will learn what editorial cartoons are.
2. The students will gain an understanding of the fact that editorial cartoons are used to comment on specific social or political situations.
3. Using their new knowledge, the students will be able to create their own editorial cartoons.

Procedures: <u>First Day</u>

1. Students will clip the editorial cartoons from newspapers and make a scrapbook of them.
2. Discuss what editorial cartoons are and have the students try to interpret a few of them.

<u>Second Day</u>

1. Invite an editorial cartoonist to discuss and demonstrate:
   a. cartoon drawing.
   b. How topics for editorial cartoons are selected.
2. Ask the cartoonist to assist the students with their own cartoons which should deal with a social issue.

Evaluation: The evaluation is based on each student's:

1. selection of a social topic applicable to him.
2. drawing an editorial cartoon on that topic.
3. showing his cartoon to the class and discussing it.

Course and Grade Level: Fourth Grade - Social Studies

Topic: The Courtroom

Topical Question: How does the courtroom work?

Time Required: 18 hours.

Resources:

Materials: Courts and Trials, Law in Action, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975.

Courtroom Cases, Search Visuals, Scholastic Magazine, Inc., 1975.

Films - "the Fight" and "the Game" from the "What Should I Do" series. (Available from some media centers.)

A visit to the county courthouse.

People: A local lawyer or judge.

Content: The students will learn the value and job of each person in a courtroom by solving conflicts and by seeing the need for a judge, jury, lawyers, etc.

Objectives: Students will discover a need for court workers as they solve conflicts. The conflict should stimulate their interest in learning about the court system. The students will see the need for fair ways of settling disputes and will learn to value our judicial system.

Procedures:

1. After introducing the people who work in a courtroom, have the students draw a picture of a courtroom and name the workers and their duties.
2. View films, "the Fight" and/or "the Game." Discuss solutions then let one person decide which will introduce the concept of a judge. Pick 12 students to decide and introduce the concept of a jury.
3. Select cases from Courtroom Cases and solve the conflicts each time by introducing the other needed workers in a courtroom.
4. Role-play the characters in a courtroom.
5. Role-play different cases involving witnesses. Several cases can be found in Courts and Trials.
6. Discuss the value of the judicial system within our country and its role in government.

7. Invite a lawyer to the classroom to discuss the lawyer's role in the courtroom.
8. Visit the county courthouse.
9. Select a case and role-play the characters in it for a judge or an attorney who has been invited to visit the class. Let him resolve the case.
10. Write thank you letters to resource persons.

Evaluation: Draw the courtroom and name all the workers and their duties.

Assignment: Assign the students to talk to their parents about a court case with which they are familiar and share it with the class or write a short report about it.

Teacher Comments: The teacher might want to break the class into groups to solve the conflicts instead of involving the whole class in each issue.

Course and Grade Level: Fourth and Fifth Grades - Social Studies

Topic: Licenses - Legal Permission

Topical Question: Why are people given licenses? Why do people need licenses?

Time Required: Two days - Day 1 - 20 minute period.
Day 2 - 40 minute period.

Resources:

Materials: My definitions are from The Random House Dictionary, p. 518, Ballantine Books, New York, 1978.

Dictionaries for each student.

"Mind Walk" by Frank Ansley, Learning, March 1973.

People: No in class references, but as a homework assignment the children will need to discuss this lesson with their parents.

Content: The students will learn what a license is and the common types of licenses used in society.

Objectives:

1. The students will understand the definition of "license."
2. They will learn that the reason a license is given is to make sure people meet specific requirements before becoming involved in the related activities.
3. They will be able to identify examples of people and things that must have licenses, for example, drivers, businesses, animals, cars, etc.
4. They will learn that where one obtains a license depends on the kind of license it is.
5. They will know that tests are often given to examine eligibility and competency for licenses.

Procedures: First Day

1. Each student will look up the word, "license," in the dictionary and write down his understanding of it. As a class, discuss the various meanings and decide upon one meaning with which everyone agrees.
2. For homework, assign students to make a list of the licenses their parents have. Ask them to find out what their parents did to get each license and where they had to go to get it.

Second Day

1. Divide the class into groups of six. Read "Mind Walk," then give each student a copy. Take about 15 minutes and have each group make a list of all of the licenses people in the story needed and the licenses which were indicated by activities in the story.
2. Have each group read their lists and give reasons why specific licenses were needed. The group listing the greatest number of actual licenses which can be documented wins a prize.

Evaluation: My own evaluation and asessment would be included in Step A of the Second Day procedures. This would show me how well the students have understood what a license is, who is licensed, and why one is.

Course and Grade Level: Fourth, Fifth and Sixth Grades
Social Studies

Topic: Protective or punitive law

Topical Question: What is the purpose of having laws that protect society and of having laws that punish the offender?

Time Required: Three days - aprroximately 15 minutes each day. The lesson then can be reinforced as often as feasible.

Resources:

Materials: Current articles from a newspaper which involve protective or punitive laws. Bulletin board.

Content: Through the use of current newspaper articles, the students will become more aware that laws are made to protect them as well as to punish the people who disobey them.

Objectives: The students will be able to define protective and punitive laws, identify examples of each, and understand why both are necessary.

Procedures: <u>First Day</u>

1. The teacher selects an article from a newspaper that in some way calls attention to one or more protective laws.
2. The teacher reads the article to the class.
3. Have students locate references to laws that protect the involved parties.
4. Conduct a discussion asking the students how they would have handled the situation discussed in the article.
5. Ask students to find and bring to class similar articles.
6. Display articles on an appropriately designed bulletin board the students have completed as an art project.

<u>Second Day</u>

The second day follow the same procedure except use an article which focuses on a punitive law or laws. Follow the same steps as in the First Day.

<u>Third Day</u>

Discuss and compare protective and punitive laws.

Evaluation: This lesson can best be evaluated by the level of student interest in discussion and participation.

Teacher Comments: I feel this is a "painless" way to introduce protective and punitive laws.

Course and Grade Level: Fourth, Fifth, and Sixth Grades - Socialization for Emotionally Handicapped Students

Topic: To learn the meaning of values

Topical Question: "What is important to you? It is always what you think it is?"

Time Required: 45 minute period.

Resources:
Materials: One yard of butcher paper, sheets of 5" x 7" paper, crayons, felt tip markers.

Content: By using an art project, oral discussion, and group participation, students learn what values are.

Objectives: The student will learn to recognize what a "value" is, how it is used in daily life, his own vlues, and what they mean to him.

Procedures:

1. Teacher will have butcher paper taped to the wall. She will ask each student to come up to the paper and list two things which are very important to him. After each student has had a turn, she will ask the following questions:

   a. "Did someone make this important choice for you?"
   b. "How do you feel about it?"
   c. "Is it something material? Can it be? Why or why not?"
   d. "What made you choose this?"

   Give the students time to think about how these questions pertain to them. Each student is given the chance to express himself.

2. The teacher then gives the definition of the term "VALUE."
   Definition: What is important to the individual. Something that guides action. Something that is respected by the individual, not a material object.
   The teacher continues discussion by asking students to name different values and how they choose them.
3. Ending Exercise - The students draw a picture representing one of their values.

Evaluation: The sheet of values is kept hanging on the wall because new values can always be added and discussed. Pictures are also kept and displayed.

No tests are given. Discussion questions are asked orally. Since there is no absolute right answer, I would rather ask opinions instead of giving a test.

Course and Grade Level: Fourth, Fifth, and Sixth Grades Socialization for Emotionally Handicapped Students.

Topic: Moral/Value Decisions

Topical Question: How do you make your decisions?

Time Required: 45 minutes

Resources:

Materials: People Around Us, "Let Me Make My Own Mistakes", page 188, American Guidance.

Seeing Ourselves, "What Kind of Friend Are You?", page 197, American Guidance.

Situation Pick-Out - Various cards with a situation printed on the front. Students pick a card and give their responses.

Line Game - A question is asked and the student stands at either side of the room or in the center to express his feelings about the subject.

Content: By using the "Line Game" students are introduced to the concept of how decisions are made. This is reinforced by reading a short story.

Objectives:

1. The students will recognize how moral/value decisions are made.
2. They will understand that there are several factors involved in making these decisions.
3. They will realize how they make their own decisions.

Procedures:

1. Ask the students how they make their decisions. Discuss their answers.
2. Introduce the "Line Game." Ask the students what they would do if a friend in class broke a window in the school and the principal came to the class and asked the students for help. Would they tell on a friend or tell the principal that they knew nothing about it? After the game the teacher explains some of the ways people make their decisions:

   a. to please authority
   b. it is the law
   c. it feels right
   d. because of social contact

3. After the discussion the students read "Let

Me Make My Own Mistakes" or "What Kind of a Friend Are You?." Discuss the questions at the end of the stories.

If time permits, Situation Pick-Out may be played.

Evaluation: The readers are very helpful because the accompanying questions are easy to understand and allow a variety of answers. There is no written test.

Teacher Comments: The stories in the reader are good and the students enjoy the questions. I usually have one student read a question and then pick someone else to answer it. Situation Pick-Out is also enjoyed by the students. Many times this can be used as a free time activity.

Course and Grade Level: Fourth, Fifth and Sixth Grades
Maybe incorporated into Social Studies or into a Math lesson.

Topic: Cost of Vandalism

Topical Question: Who pays for vandalism. Does someone else or do you?

Time Required: One to six class periods.

Resources:

Materials: "Cop-Talk #2 - Vandalism" and accompanying educational packet, available from the Curriculum Dept., State Office of Education.

"Cool Is the Rule" - Video tape, available from the Utah Law-Related Education Project office.

Vandalism Campaign Materials, Utah Council on Criminal Justice Adminstration, 250 South 3rd East, Salt Lake City, 84111.

People: School Resource Officer or Police Officer. Insurance Investigator or the School District's Financial Officer.

Content: By using two video tapes, visits from the school resource officer and from an insurance investigator, and role playing, students will develop an awareness of vandalism, why it occurs, and who ultimately pays for vandalism.

Objectives:
1. The students will be able to define what vandalism is.
2. They will realize that vandalism occurs for a variety of reasons.
3. They will see that vandalism, especially if it is in their school, affects them.
4. They will understand that everyone pays for acts of vandalism.
5. They will be more aware of the school environment and concerned for its well-being.

Procedures:
1. Introduce the term "vandalism" and give a brief overview of the problem. Show the video tape "Cop-Talk #2: Vandalism." Discuss some of the reasons which the tape developed as to why people commit acts of vandalism. Ask the students if they have ever encountered acts of vandalism in their neighborhoods, school, or community and to share their experiences with the group.

2 Show the video tape "Cool Is the Rule." Elaborate on the open-ended discussion provided by the tape asking the students why each of the characters in the play participated in vandalizing the school. Ask the school resource officer to visit and discuss his experiences with vandalism.

3. Before the students enter the classroom, create a scene of vandalism, for example, overturn desks, chairs, scatter books on the floor. When the students enter and recover from their surprise, involve them in role-playing, what might have led to the vandalism. Arrange for a visit from an insurance investigator or the school district's financial officer. Before the visit, alert him to the scene you plan to create and ask him to put a price on replacing the desks, chairs, books, and the students' personal items which were involved. Have him detail these for the students and also ask him to explain how much the school district spends annually because of vandalism and who pays for it. Discuss. For the next day, assign the students to total the cost of the scene of vandalism.

Evaluation: Check their figures in math. A few weeks later see if their feelings regarding the school have changed. This sounds hard but you can pick it up by listening to them when they are being destructive.

Assignment: Have the students watch for articles in the newspapers and magazines which concern vandalism. Have them bring the articles to class and devote a portion of the bulletin board to them. This activity should last at least two months.

Include as an extra credit assignment ideas for a community involvement project the students could do for their school to combat juvenile vandalism.

Teacher Comments: Be careful with value judgements. Listen to their opinions.

Course and Grade Level: Fourth, Fifth, Sixth Grade
Social Studies

Topic: Law Enforcement Officers - Are they good people or bad?

Topical Question: How do you feel about police officers?

Time Required: Three days.

Resources:

Materials: "Cop-Talk #5 - The Role of the Police Officer."

Youth Attitudes and Police, Law in Action, 1st Edition, Riekes-Mahe, West Publishing, St. Paul, Minn., 1975.

Materials from the Officer Friendly Program.

People: School Resource Officer or Police Officer.

Content: Through class discussion, viewing a video tape on a policeman's role, and with a visit from the resource officer, the students examine how they feel about police officers.

Objectives:
1. Students will share their individual attitudes about police officers.
2. Students will gain a broader understanding of the police officer's role.
3. Students will see the need by society for police officers.

Procedures: First Day

Begin the discussion by explaining that everyone has feelings about police officers. Ask the students to share how they feel about police officers. Discuss the reasons for their feelings and how these reasons have developed. Make a list on the board of feelings shared by the students. After the students have explored their attitudes, discuss the concept of authority and why society needs to have certain people in positions of authority.

Second Day

Show the video tape, "Cop-Talk #5: The Role of the Police Officer." Discuss the video tape.

Third Day

Invite the school resource officer or a police officer to class to explain and discuss his duties and to answer questions from the class. After the officer has left, go through the list of feelings which were drawn up the first day. Ask the students if any of their feelings or attitudes have changed. If so, why? If not, why?

Evaluation: Students should have an appreciation for the role of the officer - a better image of their jobs.

Course and Grade Level: Fourth to Eighth Grade
Ethics Education

Topic: Vandalism

Topical Question: What is vandalism? Who pays for vandalism?

Time Required: Two weeks or 6-8 class periods.

Resources:

Materials: Rules and Rights: Juveniles Have Rights, Too. Seagraves, McDaniel, and Truce, Fearon Publishers, Inc., 1973.

Play a Part in Crime Prevention - Vandalism, Commercial Union Assurance Companies, 1978.

Film - "The Greenhouse," Barr Films, Inc., William Crain, 1973.

People: School resource officer or a local police officer, principal or superintendent of schools.

Content: Students will learn what vandalism is through discussion and observation . They are involved in role-play situations, media presentations, and a panel discussion with community leaders. The lesson culminates with students developing a campaign to reduce vandalism in their school.

Objectives: To make the students aware that:

1. Vandalism is a crime.
2. Vandalism has financial ramifications.
3. Schools are paid for and maintained by public taxes and that they belong to everyone.
4. School property should be respected and taken care of since everyone is a part-owner of any public property.
5. Destroying public property is a criminal offense for which a juvenile can be arrested.

Procedures: 1. Hold up a can of spray paint. Ask the class to give some of the uses of spray paint. Ask if spray paint is ever wrongly used. How? List the wrong uses on the board. Explain that these wrong uses are called vandalism. Ask students what other forms of vandalism they have seen at school or in their neighborhoods.

2. Walk around the school and have the students note any signs of vandalism.
3. Have students write down any vandalism that has occured in their neighborhoods.
4. Divide the class into groups and have them role-play the following situations:

   a. You are a school principal. You are about to submit a budget for new sports equipment when a teacher brings in several students who have just been caught breaking ten windows and destroying other school property. You know some of the sports equipment money will have to go for repairs. How do you feel? What do you say and do? How do you feel if you are the students?
   b. You are out with some of your friends after school and some of them decide it would be fun to get some spray paint and write grafitti on the side of a nearby building. Everyone thinks it is a great idea. How do you feel? What do you do?

5. Show the film, "The Greenhouse." Discuss what happened and the students' feelings.
6. Have the principal, the superintendent, and the school's resource officer and/or a local policeman visit the class. Have the visitors present a panel discussion on the aspects of vandalism with which they're involved. Follow with questions and answers.
7. Have the students choose one of the following projects:

   a. Walk around your school or neighborhood and take photographs of things you feel have been affected by vandalism. After the photographs are developed into slides, arrange them in an order that will tell a story or narrate the story for the class.
   b. Get a group of students together to plan a special news broadcast dealing with how vandalism affects your school. Present the broadcast to the class.
   c. Create a symbol or slogan to be used in your campaign to fight vandalism.

d. Organize a debate to be presented to the class. Select a topic dealing with vandalism. For example: "Should parents be financially responsible for their children's acts of vandalism?" or "Should students who have been caught destroying their school's property stand trial before the student council?"
e. Find magazine pictures that show some aspect of vandalism. Write a caption for each picture and arrange them for a bulletin board display.

Evaluation: Have the students develop their own campaign and program to reduce vandalism in the school.

Assignment:
1. Vandalism worksheets taken from Play a Part in Crime Prevention - Vandalism.
2. Think question worksheets taken from Rules and Rights: Juveniles Have Rights, Too. Unit 3 - "The Vandals."
3. "Let's Find Out" taken from Rules and Rights: Juveniles Have Rights, Too. Unit 3 - "The Vandals."

Course and Grade Level: Fourth through Eighth Grade
Ethics Education

Topic: Shoplifting

Topical Question: Does shoplifting pay?

Time Required: Two weeks or 8-12 class periods.

Resources:

Materials: Rules and Rights: You Can Change the Law, Seagraves, McDaniels, and Truce, Fearon Publishers, Inc., 1973.

Play a Part in Crime Prevention, Commercial Union Assurance Companies, 1978.

Shoplifting sign from store, magazine picture depicting high costs of merchandise.

Video tape - "Cop-Talk #1 - Shoplifting."

16mm film - "Shoplifting," ACI Films, Inc.

Film - "Shoplifting - It's a Steal" (available from some district media centers.)

People: Local merchant, local police officer or school resource officer.

Content: Through discussion with peers and community resource people and through the use of role-play situations and media presentations, students develop a clearer understanding of the seriousness of shoplifting and that it effects everyone.

Objectives: To make the students aware that:

1. Shoplifting is stealing.
2. There is a law against stealing.
3. Losses suffered by stores from shoplifting result in higher prices.
4. Shoplifting is a crime that can lead to a juvenile record.
5. A juvenile record can cause difficulties in later life.
6. Preventing shoplifting is the responsibility of every person.

Procedures: 1. Ask the students to write a definition of shoplifting. Discuss a shoplifting sign from a local store and magazine pictures which depict

the high cost of merchandise.

Possible questions for discussion would include:

A. What is shoplifting? Is it a crime?
B. Are people your age punished for shoplifting?
C. Is it fair that a shoplifter be punished?
D. Would punishment teach you a lesson?
E. Why are some items in a store locked up which makes looking at them difficult? What items do you usually find locked up?
F. Does society pay for shoplifters? How?

2. After discussion present the following vocabulary words:

A. detect B. empowered C. inventory
D. merchandise E. prosecute.

3. Divide the class into smaller groups and have them choose one of the following role-play situations to present to the class:

A. You are in a supermarket and you see an adult switch the butter into a margarine package. How do you feel? What do you do?
B. A boy of 13 is in court for stealing groceries from a supermarket. He steals food for himself and his family. (The scene can be acted out in a trial situation with a judge, defense lawyer, prosecutor, the boy, and the boy's mother). How would you feel if you were each of the characters?
C. You and your friend are in a crowded store. Your friend tries to get you to steal something.
D. You are trying to convince your friend it is a crime to steal from stores and that he should not do it.

4. The class and a local merchant view the film, "Shoplifting - It's a Steal." At its conclusion ask the local merchant to discuss the problem of shoplifting and his solutions to the problem. Follow with questions and answers.

5. View the video tape, "Cop-Talk: Shoplifting." Discuss.

6. Ask the resource officer or a local police officer to view the film, "Shoplifting," with the class. At its conclusion invite the officer to discuss the problem of shoplifting,

the problem it creates for society, how the law deals with it, and the effects of a juvenile record. Follow with questions and answers.

7. Play the simulation game Circles of Knowledge. Students tell something they remembered or learned concerning shoplifting. Continue until every student has had a chance to speak.

Evaluation: Students choose one of the following acitivities which may be done either independently or as a group activity.

1. Interview a local store owner about the problem of shoplifting and ways to prevent it.
2. Prepare a role-play situation and present it to the class.
3. Prepare a mini lesson to be taught to another class on what they have learned about the seriousness of shoplifting.
4. Do some research on the increase of shoplifting in the past 30 years. Graph the information.
5. Find comic strips that would adapt themselves to a story about shoplifting. Fill in the balloons with your own story.
6. Create a symbol or slogan to be used in a campaign to fight the problem of shoplifting.
7. Write a commercial which warns people about shoplifting, or one which explains why they should not shoplift.

Assignment:
1. Shoplifting worksheets taken from Play a Part in Crime Prevention - Shoplifting.
2. Think Questions worksheet taken from Rules and Rights - You Can Change the Law. Unit 2 "Caught in the Act."
3. "Let's Find Out" taken from Rules and Rights - You Can Change the Law. Unit 2 "Caught in the Act."

Course and Grade Level: Fifth and Sixth Grades - Social Studies

Topic: The Courtroom Drama

Topical Question: Who are the players in an actual courtroom?

Time Required: One fifty minute class period.

Resources:

Materials:

1. Courts and Trials, Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975.

2. Props for the actors. These may range from badges which identify each character as to role to an actual costume that would depict the character, e.g. a black judge's robe.

3. Statement cards. At least two statement cards per player. There should be enough cards so each student will have at least one. This will ensure that all students are involved. Some possible examples of statement cards are:

   JUDGE: "Objection overruled." "This court will meet again after lunch at 2:00 p.m."

   WITNESS: "I saw the wolf walking into the forest at 10:00 a.m." "When I opened the wolf's mouth, Grandma said, 'hello'."

   COURT CLERK: "Hello. Yes, I'll give the message to the judge." "I'll get that file for you, your Honor."

   DEFENSE ATTORNEY: "My client is innocent." "How could you believe this sweet looking wolf could eat anybody?"

   PROSECUTING ATTORNEY: "It is your duty as an honest jury to find that mean looking wolf guilty." "It is our job to prove that the wolf did, indeed, eat the grandmother."

BAILIFF: "I will escort you out of the courtroom because the judge has ordered it." "Will the jury please follow me to lunch."

COURT REPORTER: "My record says that this trial started at 1:00." "My machine is broken and I can no longer take down every word that is said."

People: Eight students will represent the eight players in the courtroom. The rest of the class will be responsible for assigning the statement cards to the proper actor.

Content: This is a follow-up activity for a study of people who take part in a trial. Before this activity students should understand the jobs of these eight people. A good source of information for lessons on the people involved in a court would be Courts and Trials. The students will learn the types of responses different characters in a courtroom drama typically make.

Objectives:
1. The students will understand the jobs that each character has in a trial.
2. With an understanding of those who are involved in a courtroom, students will be able to comprehend statements and be able to match them correctly with the actor.
3. Students will be able to make up their own sample card statements for courtroom actors in another trial.

Procedures:
1. After reviewing the actors in a courtroom and their roles, place the students who are to represent the principal eight actors in their proper places for the courtroom drama. (It may add an interesting twist to have them go to the wrong places and see if the rest of the class can pick out the error.)
2. Hand out the response cards to the other students.
3. Number the statements in the order they would occur in a trial. The student with card number one reads the statement and then hands it to the actor he feels would say it. If the actor disagrees, he hands the card back and the student tries again.
4. When all of the statement cards have been correctly matched with the actors, the courtroom play begins. The actors read their lines. This gives the audience the opportunity to see

if any last minute changes should or could be made.

Evaluation: The teacher can judge the students' knowledge of the actors in the courtroom drama by how well the students are able to match the statements with the actors.

The lesson can be reinforced with the relevant test items found in Courts and Trials.

Course and Grade Level: Fifth and Sixth Grade
Social Studies

Topic: Settlers vs. Indians

Topical Question: What is a treaty? Why did the United States government enter into treaties with Indian tribes? In reaching treaties what obligations did the United States government have to the Indians? Was the government's solution of placing Indians on reservations just or unjust?

Time Required: One to two weeks.

Resources:

Materials: Bury My Heart at Wounded Knee, Dee Brown, (to be used solely as teacher resource).

Maps of Utah Indian Reservations

Film: "Broken Treaties," part of the North American Indian Series.

"Sunshine Valley," Foundation of Justice, Charles E. Merrill Publishing Co., Law in America Society Foundation, Arlene F. Gallagher and Robert H. Ratcliffe, 1975.

Movie, Little Big Man or "I Will Fight No More, Forever," Video Tape, Approximately one hour and 40 minutes.

Content: Through discussion and the use of films and filmstrips, the students will explore how the federal government solved its problems with the Indians. By reading treaties and looking at specific provisions in the treaties, the students will understand what the treaties meant to the settlers and to the Indians. The students will investigate the fairness involved in placing Indians on reservations.

Objectives:

1. The students will understand what treaties are, why treaties were made and will be able to identify who benefited from them.
2. The students will be able to identify and explain the Indian's point of view.
3. The students will be able to articulate that sometimes, as in the experience of the Indians, the authority of the federal government should be questioned.

4. The students will see that the Indians' problems with treaties with the federal government are not a matter of the past but are a concern of the present.

Procedures:

1. Explain what a treaty is and how a treaty differs from oral agreements and written laws. Talk about why the United States government made treaties with the Indian tribes. Read the provisions of several treaties. Locate the areas covered in the treaties on maps. List the specific provisions found in each treaty. What did these provisions mean to the Indians? What did they mean to the settlers?
2. Show the film, "Broken Treaties." Discuss whether treaties were necessary and justifiable. Whose land was covered by the treaties? What is eminent domain and to whom did it apply? Explain that all the treaties which were made, even those which stipulated they would never be broken, have been broken. Discuss who broke the treaties, whether the treaties were legal documents, whether they were ever legal documents.
3. View the filmstrip, "Sunshine Valley." Ask the students to identify the conflicts found in it and how they were resolved. Compare these solutions to those which the federal government used in dealing with the Indians.
4. Ask the students to share their opinions about Indians. How many movies have they seen about Indians, about Indians and settlers. What did they see in these movies? What role or roles did the Indians play? Have the students role-play some of the scenes they have described. Discuss. Were these scenes realistic or contrived?
5. Show either "Little Big Man" or "I Will Fight No More, Forever." This will take two days. Ask the students to discuss and to share how they felt about the Indians in the film they had just seen. Have their opinions changed? If so, how and why?
6. Ask the students if they believe it was just or unjust that Indians were placed on reservations. Discuss. At this point it might be a good idea to introduce some of the problems Indians living on reservations face.

Evaluation: Through the class discussions, you will be able to gauge the students' understanding of and appreciation for what happened to the Indians.

Assignments: For the first portion of the lesson dealing with treaties, divide the class into small groups and have each group research a treaty made with a specific tribe and then have them locate the resulting reservation on a map. During the course of the lesson, assign the students to check the newspapers daily for articles relating to Indians. If articles are found, they are to be reported on to the class.

Course and Grade Level: Fifth and Sixth Grades
Social Studies

Topic: Laws that relate to the owning and keeping of pets.

Topical Question: Are there laws that are specifically concerned with the owning and keeping of pets? Is there a need for these laws?

Time Required: Five class periods of approximately 30 minutes each.

Resources:

Materials: Pencils, paper, telephone, and telephone directory.

People: A list of people from whom to obtain information by telephone, letter or personal contact; e.g. Department of Zoning Regulations and Information, Animal Control Office, a realtor, a veterinarian, Humane Society, Animal Shelter.

Content: The students will participate on a class committee that will formulate questions and obtain answers to questions about pets and laws. The students should be encouraged to explore a wide variety of pets, for example, gerbils, rabbits, fish, horses, sheep.

Objectives: The students will gain experience in working together, contacting business people and government agencies, compiling information, and in reporting their findings to the class.

Procedures: <u>First Period</u>

As a class, discuss and brainstorm the reasons why there are laws pertaining to pets. The items which should be included are: zoning, home ownership/rental, shots, licenses, number of pets per residence, leashing or other confinement. Allow students to share their own experiences with pets.

<u>Second Period</u>

After the first discussion period have the class select 4 or 5 areas about which they would like to obtain more information. Divide the class into committee groups and assign each group to find out the specific laws which cover their selected topic.

Third Period

Student committee groups will write letters or phone government agencies or business people within the community. These resource people should be able to answer specific questions and give information on student topics. Each student group should formulate 2-4 specific questions they would like to have answered.

Fourth Period

Each committee will meet and compile the information they have obtained and prepare it for presentation to the class.

Fifth Period

Each committee will present their findings in the form of a report to the class. Allow for a short question and answer period after each group makes its report.

Evaluation: Each student will write down three NEW things he learned about pets and the law.

Teacher Comments: The teacher should lay the groundwork with the professional people and alert them ahead of time by letter that students will be contacting them. This will save the resource people time and they will be more willing to cooperate.

This lesson can be used anytime during the school year. Spring may be best for this is the time new pets are most often acquired.

The findings of each committee can be shown on a student designed bulletin board in the form of an art project.

Course and Grade Level: Sixth Grade - English, Reading and Social Studies

Topic: Values

Topical Question: Who is responsible in a series of evil acts?

Time Required: One day.

Resources:

Materials: Story "Ingratitude", (included) as told by Joan Nabors.

People: Joan Nabors, 2271 Panorama Way, Holladay, Utah 277-7053.

Content: Through the medium of an African folk tale, the students will explore the question of responsibility in a chain of related actions.

Objectives:

1. Students will know the characteristics of African folk tales.
2. Students will be able to give a logical conclusion to the story.
3. Students will be able to give reasons for their choice of who was responsible.
4. Students will be able to make a statement expressing their views of right and wrong.

Procedures:

1. Discuss the characteristics of African folk tales which should include:
   a. The use of animals as people.
   b. Telling them for enjoyment.
   c. That the tales are used to pass on the culture.
   d. Stories are a part of children's education.
   e. They often include a message or a lesson to be learned.
   f. They tell how things came to be as they are today.
2. Read the story "Ingratitude."
3. Discuss: Who was responsible for the woman's death? Why? Who tried to stop the evil? Could anyone have stopped the evil along the way? What might have happened next?
4. Rank/order characters from most offensive to least objectionable. Give reasons for choices. (This could be done individually, then in small groups, and then in a large group to arrive at a group consensus.) (#4 optional)

Evaluation: How many children responded? How well did they

discuss the reasons for their choices of the responsible party/parties? Did they arrive at the conclusion that responsibility cannot be attributed to someone else's wrong action when that action causes you to commit a wrong-doing?

Teacher Comments: The story, "Ingratitude," was used in conjuction with the students' writing and telling their own African folk tales during a unit of study on Africa. For a small fee, Joan Nabors and Maryann Glasgow will come into the classroom and tell African folk tales. They do an excellent job. Joan is the source of this story. This story is much more effective if told with a great deal of dramatization rather than read.

INGRATITUDE

One day a man was walking through the jungle when he saw a snake who was being chased by hunters. The frightened snake asked the man, "Will you hide me from the hunters?"

"I suggest that you hide in a tree or in the bushes," responded the man.

"But," the snake said, "the hunters would surely find me there. That is the first place they'll look."

"I'm sorry," said the man, "but I can't think of any other place for you to hide."

"I know of a wonderful hiding place," said the snake. "If I hide in your stomach, I'll certainly be safe from the hunters. They'll never find me there."

The man didn't like the idea and told the snake, "I don't trust you. I'm afraid that if I help you, you'll do something evil to me in return."

Making the man feel better, the snake promised, "If you'll let me hide in your stomach, I'll do a favor for you in return for your help."

So the man let the snake crawl down his throat and wind himself around in the man's stomach. The hunters came, and, of course, they did not find the snake because they had no idea that the snake was hiding in the man's stomach.

When the hunters had passed, the man told the snake, "It is now safe to come out; the hunters have gone."

But the snake replied, "I won't come out! It's so nice and warm and cozy curled up down here. I've decided to stay right here in your stomach."

"But you promised," the man cried, "that you would do me a favor if I would let you hide in my stomach."

"My favor," the snake responded, "is that I promise not to touch your liver with my poison."

Well, the man went home crying. When he got home, his family asked him why he was crying, and he told them, "I have a snake in my belly." When the man told his family the whole story, his whole family started crying.

A heron was flying overhead and saw the family crying so he flew down and asked, "Why are you all crying?"

"Because," the man answered, "I have a snake in my belly."

The heron told the man, "I could help, but I don't trust you. I'm afraid that if I help you, you'll do something evil to me in return."

The man responded by saying, "If you'll help me, I'll do you a favor in return."

So the heron stuck his long bill down the man's throat and pulled out the snake and threw it against the rocks and killed it. "Now," the heron told the man, "I want two chickens from your house in return for what I did for you."

"My favor," the man replied, "is that I am going to have you for my dinner." And with that, the man took the heron and locked him in his shed.

Seeing all that had gone on, the man's wife decided she must put an end to this ingratitude so she sneaked out to the shed to free the heron. The heron flew out of the shed, and as he passed the man's wife, the heron scratched her on the face, and the man's wife died.

Course and Grade Level: Sixth Grade - Reading

Topic: Consumer Education - Recognizing Propaganda Techniques in Advertisements.

Topical Question: What specific propaganda techniques are used in advertising?

Time Required: Two days.

Resources:

Materials: Young Consumers, (Section II) Law in Action Series, Riekes-Mahe, West Publishing Co., St. Paul, Minn., 1975. Teacher's Edition.

Newspapers and magazines.

Content: Propaganda is any organization or movement for producing or causing certain ideas or doctrines. Common propaganda techniques are:

1. Name calling - socialist, greasy kid stuff, weak.
2. Glittering generalities - best man, honest, best in the west.
3. Transfer - beautiful girl, people having fun.
4. Testimonials - I used it, I voted for it.
5. Plain clothes techinque - regular people, the "man next door" look.
6. Card stacking - all for or all against, one side.
7. "Band Wagon" approach - everybody is doing it, 4 out of 5 use.
8. Flattery - smart people use it, you could be your beautiful self.
9. Appeals to fear, hate, anger, discrimination.
10. Repetition and more repetition - Coca-cola, song.

By understanding and identifying different propaganda techniques used in advertising, the students will gain an understanding of the importance of questioning the content of advertisements.

Objectives:

1. To help children understand propaganda techniques.
2. To help children recognize propaganda techniques in advertising.
3. To help children become more critical in their buying.

Procedures:

1. Introduce the concept of advertising. Why do companies advertise their products? Discuss.

2. Discuss the meaning of the word "propaganda."
3. Discuss propaganda techniques listed under content.
4. Show examples of advertisements and have students explain which techniques are used.
5. Have students find examples of propaganda techniques in newspapers or magazines to share with the class.
6. Have students share their advertisements with the class and determine what techniques are used.
7. Have students make up their own advertisements for a fictitious product using one of the techniques discussed. These may be drawn on paper or presented orally or both.

Evaluation: Were students able to recognize the techniques being used in the advertisements?

Did students show in their own advertisements that they understood how the techniques of propaganda are used to persuade?